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Horry County Historical Society

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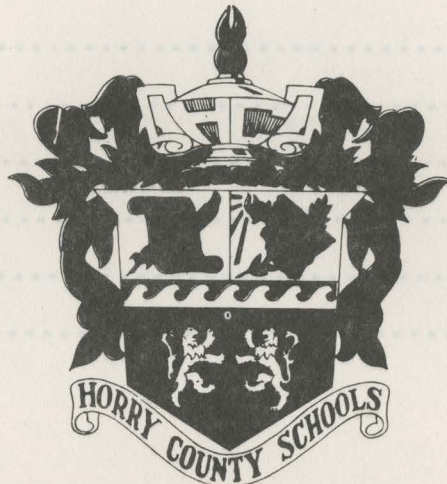
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The Independent Republic Quarterly

VOL. 7

APRIL & JULY 1973

NOS. 2 & 3



HORRY COUNTY SEAL

This seal was designed in the style of a coat of arms because of the dignity and stately bearing of the arms of old.

Crest

The lamp of knowledge with the letters "HC" represents education.

Shield

First Section - The scroll and quill represents the recorded history of Horry County. The past, which goes back to 1731, is one rolled end; the present, the face of the scroll; the unrolled end, the future.

Second Section - From the shape of Horry County emerges the hand and torch of learning. The hand represents each teacher's part in holding aloft the high teaching ideal of this school system. The laurel spray is the emblem of achievement.

Center Section - The wavy line of heraldry signifies water. This places Horry County's geographical location by the sea.

Bottom Section - The red field and the rampant lions are taken from the Irish Earl of Kingston's family coat of arms. The original design has a hand cut off at the wrist, being held by the lions. Here it has been replaced by the South Carolina palmetto tree.

To reproduce this coat of arms in various forms, it is correct to use just the shield, or the shield and crest. The mantling and the ribbon are purely for ornamentation.

The county with a heart
That will win your heart.

---Ernest Richardson

HORRY COUNTY HISTORICAL SOCIETY OFFICERS

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Dues: \$5.00 annually for individuals; \$7.50 for married couples and \$3.00 for students. Checks may be sent to F. A. Green, 402 - 43rd Avenue North, Myrtle Beach, S. C. 29577. One subscription to the QUARTERLY is free with each membership. If a couple desires two copies, the dues are \$10.00.

Material for the QUARTERLY may be submitted to Mr. John P. Cartrette, 1008 - 5th Avenue, Conway, S. C. 29526.

Back issues of the QUARTERLY may be obtained for \$2.00 each plus 25¢ postage from Miss Ernestine Little, 507 Main Street, Conway, S. C. 29526, as long as they are in print.

Copies of the 1880 CENSUS OF HORRY COUNTY, S. C. may be obtained by writing the Horry County Historical Society, 1008 Fifth Avenue, Conway, S. C. 29526, or in person from the Horry County Memorial Library. The price is \$7.50.

Letter From The President

Dear Society Members:

I would like to encourage you to attend the regular meetings of our society. Our program chairman, Gene Anderson, is having excellent programs which I think you will enjoy and find informative. The next meeting is scheduled for July 9th and the tentative speaker is Gen. Hoyt McMillan, who will give an interesting presentation on the history of waterways in Horry County. We hope to meet, again at Coastal Carolina College. Those who attended the last meeting expressed pleasure in this meeting place. We are most grateful for the opportunity to use the college facilities.

Our editorial staff is doing an excellent job with the Quarterly but it can only be as good as you, the membership, make it. If you have any old pictures or articles of historical significance or if you will prepare a paper on some historical subject, every consideration will be given to using them.

I attended the South Carolina Landmark Conference in Columbia on April 27th and 28th and enjoyed it. The meetings were informative and inspirational. It was good to meet with so many people from all over the state with a mutual interest in preserving the landmarks of our state. We visited several historical places and enjoyed good meals in an old time Southern atmosphere. Based on reports given, I was proud of our society. I think we are as active as any and our membership was in the top five. Dillon received an award for the restoration of the old Dillon Home. I hope we can enter a project next year and earn an award.

Our membership is still increasing.

Thank you for your continued cooperation. Let us commit ourselves to making our society a help to our community, state, and nation through our participation and contributions.

Bill Long
President

TABLE OF CONTENTS

Cover - Horry County Department of Education Seal	Page 2
Society Organization	Page 3
Presidents Letter	Page 5
Conway's Schools from Conwayboro Academy to Burroughs Graded School, by E. Norton, M.C.	Page 24
Education in Horry County, by Catherine Lewis	Page 28
Pictures Miscellaneous	Page 29
Loris School History Reviewed - Author Unknown	Page 30
Horry Industrial School, by Mrs. Flossie Morris	Page 30
Eastern Carolina Junior College, by Etrulia P. Dozier	Page 31
Waccamaw Day School, by Miss Annette Coles	Page 31
Coastal Academy, by F. Carroll Taylor	Page 32
St. Andrews School, by Mnsgr. Madden	Page 32
Horry-Georgetown Technical Education Center, by G. W. Dudley, Jr.	Page 32
U. S. C. Coastal Carolina, by E. R. McIver	Page 33
County Superintendents of Education	Page 34
Thurman W. Anderson, by Ann Edgeworth	Page 35
Present Staff of Horry Department of Education, and pictures, Ann Edgeworth	Page 39
Pictures of Horry County Schools taken about 1948	Page 52
Archives Reports	Page 58
Horry County Map	

From The Library
of
J. O. NORTON
HISTORY OF
CONWAY, S. C.

Conway's Schools

FROM

Conwayboro Academy

TO

Burroughs Graded School

From 1856 to 1910.

--BY--

E. NORTON, M. D.

CONWAY, S. C.

From The Library
of
J. O. NORTON
CONWAY, S. C.

HISTORY OF CONWAYBORO ACADEMY

BY DR. E. NORTON

CHAPTER I

The common schools were conducted in antebellum days very differently from those of today. There were practically no free schools before the war. The legislature appropriated a small sum of money for indigent pupils and this was prorated among the schools on proportion to number of indigent students. A commissioner was appointed for a certain defined territory and had charge of the distribution of this fund among the teachers. This poor fund was divided among the schools on the basis of five cent tuition per day for each indigent scholar actually in attendance and there were not funds enough every year to cover the tuition of five cents a day or one dollar a month. The commissioners of the county would meet at some central place, usually the court house, and examine the teachers as to qualifications and then distribute the funds according to reports by each teacher to this Board of School Commissioners.

The location of the school houses was determined by the convenience and agreement of those patrons paying tuition and they built and furnished the school houses. Any one desiring to teach school applied to these patrons who subscribed so many children at certain rates of tuition, and if he received a sufficient number of scholars subscribed or entered to justify the undertaking he took charge of the school for the specified time, usually three months. Some times these same patrons promised a definite amount per month to the teacher, in which case, they collected from other patrons and paid the teacher, the teacher looking to the men engaging his services for salary.

In towns different methods may have prevailed, but in Conway the people seem to have followed the usual custom.

The old school house stood on Elm street near the present residence of B. L. Housend, perhaps on the ground now used by Sheriff Sessions as a horse and cow lot. That big oak in Elm Street was about in front of school house. How long the school house had stood there cannot now be accurately ascertained, but in 1826 it was becoming inadequate to meet the school requirements of the community and withal was becoming dilapidated, and a meeting of citizens was called on the sixteenth of December of that year for the purpose of taking into consideration the necessity of establishing a permanent school in the village of Conwayboro. An address pertinent to the occasion was made by Rev. James Mahoney after which a subscription paper was offered by Mr. Joseph T. Walsh and the following signatures obtained:

1. John Readmon	\$ 100.00
2. John R. Beaty	50.00
3. Thos. W. Beaty	50.00
4. Thos. H. Holmes	25.00
5. Wm. H. Buck	25.00
6. Bethel D. Beaty	50.00
7. Jas. S. Burroughs	25.00
8. Thos. F. Gillespie	50.00
9. Samuel Pope	50.00
10. Henry Hardee	50.00
11. Henry Buck	50.00
12. B. F. Smith	25.00
13. W. H. B. Taylor	50.00
14. C. F. Malhey	50.00

15. J. A. Stone	25.00
16. J. J. Richwood	10.00
17. J. T. Walsh	100.00
18. J. F. Harrell	10.00
19. Jehu Causey	30.00

The subscribers then called a meeting and organized by electing Jos. T. Walsh Chairman and John R. Beaty, Secretary, when the following resolutions were offered and unanimously adopted:

"1st. That a Board of Trustees to consist of five members be selected by and from among the subscribers to the school fund.

"2nd. That the trustees so selected be authorized and empowered to make all arrangements, financial and otherwise, for the establishment of a school in the town of Conwayboro.

"3rd. That the said trustees be and the same are hereby empowered to fill all vacancies which may occur in their Board by death or otherwise.

4th. That the future aid and support of the subscribers fund be and is hereby pledged to the Board of Trustees in all matters pertaining to the interest of the school".

A committee on nominations composed of Samuel Pope Charles F. Malloy and Thos. F. Gillespie was appointed, who, after consultation nominated the following Board of Trustees: Thos. W. Beaty, Wm. H. Buck, John R. Beaty, Samuel Pope and Charles F. Malloy, all of whom were confirmed.

A meeting of the Board of Trustees was called and organized by electing Samuel Pope, Chairman. Charles F. Malloy, Treasurer, and John R. Beaty Secretary. At this meeting Rev. James Mahoney was employed as teacher for the ensuing scholastic year at a salary of eight hundred dollars, payable quarterly, and was limited to the number of forty scholars. A formal contract was made between teacher and Trustees and signed by all.

CONTRACT

"This agreement made and entered into, this December the seventeenth Anno Domino. One Thousand Eight Hundred and Fifty Six, between James Mahoney on the one part and Samuel Pope, Charles F. Malloy, Thomas W. Beaty, William H. Buck and John R. Beaty as a committee on the other part, witnesseth:

"First. That the said party of the first part agrees to teach a school in the town of Conwayboro, S.C., during the year Eighteen Hundred and Fifty Seven for the period of ten months, making a scholastic year, teaching in said school the ordinary English branches, and preserving and maintaining good order in the same to the best of his skill and ability, said school to commence when he is advised by the party of the second part that they are prepared to open such school, the said party of the first part reserving to himself the following provisions and reservations, to wit:

"That in the event of ill health, either of himself or family, such as to render a continuation of said school under his supervision and management, impracticably, or in the event of a determination on his part to remove from the District or State, that then and in that case the said school so far as his supervision of the same is concerned shall terminate at the expiration of nine calendar months from its commencement, he receiving for the same compensation in proportion to the sum of Eight Hundred Dollars per scholastic year.

"And the party of the second part agrees to pay the party of the first part for his services as teacher of

said school in the town of Conwayboro, So. Car., the sum of Eight Hundred Dollars (\$800) for the scholastic year of ten months, or for such time as he may teach said school according to reservations made by said party of the first part in his obligation heretofore recited, which payments are to be made as follows, viz: one payment of Two Hundred Dollars (\$200) to be made on the twelfth day of April A.D. 1857, one payment of Two Hundred Dollars (\$200) to be made on the twelfth day of July A.D. 1857, one payment of Two Hundred Dollars (\$200) to be made on the twelfth day of October A.D. 1857, and one payment of Two Hundred (\$200) Dollars to be made on the twelfth day of January A.D. 1858.

"To the faithful performance of which agreement we do hereby severally bind ourselves.

"Witness our hands and seals this the day and year first above written.

James Mahoney (L.S.)

Samuel Pope (L.S.)

C. F. Malloy (L.S.)

Thos. W. Beaty (L.S.)

W. H. Buck (L.S.)

John R. Beaty (L.S.)

'Signed sealed and acknowledged in the presence of

C. B. Sarvis

D. W. Seale"

The inference from this contract is that the school would open on January 12th, 1857, but at a meeting of the Board of Trustees on December 21st, it was ascertained from examination that various repairs were necessary to the school house before the school could be opened, it was resolved that the contract for said repairs be given to Joseph J. Marlowe at the price of Seventy dollars, he agreeing to perform the work and deliver the house by the twelfth day of January next.

CHAPTER II

At a meeting of the Trustees on January 10th 1857 it was found that the school house had not been completed and the contractor desired further time to finish his work. The Board extended the time to the 15th, and allowed him an additional amount of seven dollars for additional work found necessary to make the house comfortable.

The Board of Trustees met on January 15th, all being present, and adopted the following rules and regulations for the government of the school and ordered them published by advertisement.

"1st. That subscribers be called in on for an installment of fifteen per cent (15 pr ct) on their several subscriptions for the purpose of defraying expenses attendant upon the opening of the academy and that said installment be collected previous to the 19th inst.

"2nd. That the scholastic term shall consist of five months, commencing on the 19th of January and terminating on the 19th of June; and of five months, commencing on the 19th of July and terminating the 19th of December.

"3rd. Pupils entering the academy during the first and second months of the session shall be charged for the whole session. Those entering during the third month shall be charged three-fifths of the tuition price.

"4th. No scholars shall be admitted after the expiration of the third month of the term.

"5th. The pupils shall be divided into two classes. The studies pursued by the first class will be spelling, arithmetic, reading, writing and geography. By the second class, history, English grammar and composition, as well

as the elements of a good English education.

"6th. The prices of tuition are fixed at the following rates:

Scholars entering 1st class,

Scholars entering 2nd class,

four dollars of the same being required invariably in advance to be paid to the Treasurer or any member of the Board of Trustees.

"7. No scholars will be received by the Principal of the school without a certificate from a member of the Board of Trustees, to any of whom application for admission may be made." This shows the school opened on January 19th. On February 5th a meeting of the Board of Trustees was held and the following record made:

"The Board of Trustees having learned that a meeting of the citizens had been held and a subscription opened for the purpose of building a suitable school house in the village of Conwayboro, and that a sum had been subscribed justifying them in making arrangements for its commencement. It was therefore

RESOLVED that arrangements be made with carpenters for the work necessary to be done on a school house and to ensure its completion at an early day, and that Samuel Pope be authorized to make the necessary arrangements with the carpenters and to bargain for the material for the erection of said building and that the Board of Trustees do sanction his bargains and agreements touching the same."

On May 2nd the Trustees put this on record.

"The carpenters employed to build the academy having completed their contract to the satisfaction of the Trustees, their bills amounting to Two Hundred and Fifty One and Fifty One Hundred Dollars (\$251.50) were paid by collecting subscriptions from the following persons:

Charles F. Malloy	\$ 50.00
W. H. Buck	50.00
J. T. Walsh	50.00
Chas. Alston, Jr.	20.00
Jas. S. Burroughs	10.00
B. H. Gurganus	10.00
Thos. H. Holmes	25.00
J. W. Holliday	5.00
W. R. Freeman	10.00
W. J. Taylor	5.00
W. I. Graham	10.00 \$ 260.00
Paid Henry A. Webber	\$ 83.00
Paid Phineas Nichols	86.50
Paid Eliphet Eaton	82.00
Paid Congdon & Lilly	
for door fastenings, etc.	8.25
Freight on same	.25 \$ 260.00

There being some additional work to do the house, Mr. Otis Eaton the other workman is retained for that purpose.

The first installment of Mr. Mahoney's salary was due and paid on April 14th.

On May 30th the Trustees announced the completion of the building and paid the contractor, Otis Eaton, One Hundred Thirteen Dollars for his services, by collecting subscriptions from the following persons:

Robert Munro, Jr.	\$ 25.00
W. H. Johnston,	25.00
P. C. J. Weston	50.00
Sam'l Anderson,	10.00
Jane Norman	15.00
Henry Hardee	10.00 \$ 135.00

Paid Otis Eaton, \$113.00
 Paid Sam'l Pope(Board) 22.00 \$ 135.00

It is not stated in records when the new building was first occupied by the school, but the work was finished at the May 30th meeting and the school closed on June 19th, the presumption is, that the school was transferred to the new building at the beginning of the 2nd session in July. The Board of Trustees held a meeting on October 11th to consider the ways and means to meet the 3rd annual installment of teachers salary, and reported only eighty-eight dollars on hand to meet a payment of two hundred dollars, so Buck & Beaty paid the balance of one hundred and twelve dollars.

There is no record of several meeting of Board of Trustees the latter part of 1857,-in fact a skip from October 14th 1857 to April 10th, 1858, when Mr. Walsh appears as Secretary. Some changes had been made-the Board of Trustees has been increased in number from five to eight.

There was an Academy Association organized some time antedating the erection of the new academy building. The first mention of anything resembling this organization was made in the meeting of the Board of Trustees of the old academy, February 5th, 1857, when the record says the "Board learned that a meeting of the citizens had been held and a subscription opened for the purpose of building a suitable school house, Etc. etc."

ROLL

Members of Conwayboro Academy Association.

Names	residence	Sub.
C. F. Malloy	Horry	\$ 50.00
Jehu Causey	"	50.00
H. Buck	"	50.00
Thos. W. Beaty	"	50.00
W.H.B. Taylor	"	50.00
James Beaty	"	50.00
Alex'r Elliott	"	10.00
H. Hardee	"	50.00
W. H. Buck	"	50.00
J. E. Dusenbury	"	25.00
Jos. T. Walsh	"	50.00
P.C.J. Weston	(annually)	
	All Saints	50.00
U. A. DeLettre	" "	20.00
John LaBruce	"	25.00
Chas. Alston Jr.	"	20.00
Jas. S. Burroughs	Horry	10.00
B. H. Gurganus	"	10.00
S. N. Anderson	"	10.00
Jane Norman	"	50.00
Thos. Randall	All Saints	50.00
W. H. Johnston	Horry	25.00
Thos. H. Holmes	"	25.00
J. W. Holliday	"	5.00
W. R. Freeman	"	10.00
W. J. Taylor	"	5.00
W. I. Graham	"	10.00
S. M. Stevenson	Marion	20.00
R. Munro Jr.	Horry	25.00
Jos. F. Harrell	"	10.00

CHAPTER III

Among the papers left by Mr. Walsh one is found which shows that the following persons paid their subscriptions in 1857: W. H. Johnston, Thos. H. Holmes J. W. Holliday, W. R. Freeman, W. I. Graham, S. M. Stevenson, Robert Munro Jr., J. F. Harrell, C. F. Malloy, T. W. Beaty

\$15.00, W. H. Buck, J. T. Walsh, Chas. Alston, Jr., Jas. S. Burroughs and B. H. Gurganus, was applied to paying the bills of the workmen, Webber, Nichols, et al.

Return of school in Conwayboro for the first session of said school for the year 1857.

Name of Parent or Guardian	Scholars
John R. Beaty	(1st) Isabella Beaty
H. Buck	" Frances Buck
H. Buck	" George Buck
H. Buck	(2d) Henry Buck
Jas. S. Burroughs	(1st) Wm. A. Burroughs
	" Mary Burroughs
Samuel Bell	" Ella Bell
Joseph T. Walsh	(1st) Laura F. Ludlam
	(2d) Rebecca J. Ludlam
	" Walter F. Ludlam
John H. Grant	(1st) John H. Grant, Jr.
John Readmon	" Calvin C. Hughes
"	" James Hughes
"	(2d) Frances Readmon
"	" Albert Readmon
"	" Thos. Hemingway
"	" WM. Hemingway
"	" Wm. Hughes
	(1st)
John A. Stone	(2d) Jas. C. Inman
Stanley D. Barnhill	(1st) Ellen Cooper
Thomas W. Beaty	" Thos. B. Cooper
Chas. F. Malloy	(2d) Chas. Malloy
"	(1st) Jas. Malloy
Jehu Causey	(2d) Georgianna Causey
"	" Cinderilla Causey
"	(1st) Mary Ann Causey
W. H. B. Taylor	(2d) Jas. C. Glasgow
	(1st) John W. Taylor
Henry Hardee	" Eliza Hardee
"	" Wm. F. Hardee
"	" Berry A. Hardee
Wm. I. Graham	" Lenora Graham
C. B. Dusenbury	" Hannah L. Sarvis
	" M. Dusenbury
Samuel Pope	" Philander C. Sessions
John Darby	" Frances Hemingway
J. J. Richwood	" Caroline Bruton
Jas. A. Pouncey	" Jesse Pouncey
Thos. L. Hardee	" Margaret Hardee
Dan'l W. Jordan	(2d) V. S. Jordan
James Beaty	" B. L. Beaty
James Beaty	" Jas. E. Beaty
S. N. Anderson	" Geo. W. Anderson
S. N. Anderson	(1st) Charlotte Anderson
B. D. Beaty	(2d) Mantha Hemingway
Abram Bellamy	(1st) Mary Ann Bruton

The above statement I return to the Board of Trustees as being a correct exhibit of my journal made as school tallied up for the first session, scholarship estimation as per resolution of the Board.

James Mahoney.

March 13th 1857.

The financial part of Mr. Mahoney's report is not included in the above.

For the second session the Trustees have left a memorandum showing the parties from whom they expected to make collections to meet their obligation to the principal. The document is undated, except July and December, but it is in the hand writing of John R. Beaty, and as he was Secretary for 1857, fixes the date for the second session of 1857.

W.H.B. Taylor for John Taylor and J. Glasgow	\$ 24.00
James Beaty for B. I. Beaty and J. E. Beaty	24.00
C. F. Malloy for James \$12 Charles \$8; C. Hearl \$8	28.00
Abram Bellamy for Abram Bellamy Jr. \$12; Maria Bellamy \$8	20.00
Thos Cooper for self	12.00
Timothy Cooper for Lewis and Adaline	
Rev John Beaty for Cornelius Beaty	8.00
W. Causey for Cornelius and C.H. Causey	16.00
Henry Hardee for Eliza, Wm and Asbury	28.00
Dr. J H Grant for John and George	10.00
H Buck for Henry \$12; Geo. and Fannie	28.00
James Beaty for Jas. and Henry Inman	10.00
Jas. S. Burroughs for William and Mary	16.00
Masonic Lodge for J. H. Hart	8.00
Robt. Wilson for self	8.00
Jos. T. Walsh for W. Ludlam, Laura and Rebecca	28.00
Est. John Readmon for Frances and Albert	24.00

Samuel Anderson for Charlotte	
B. D. Beaty for Mantha Hemingway	12.00
Stanley Barnhill for Ellen Cooper	12.00
Wm. I. Graham for Lenora Graham	8.00
R. Bruton for Caroline and Mary	16.00
D. R. Newton for Angelisky Montgomery	8.00
John R. Beaty for Isabella	8.00
Geo. Durant for Laura	8.00
Jehu Causey for C. and Mary	16.00
	<u>\$420.00</u>

At the meeting on October 14th four members of the Board of Trustees were present.-Samuel Pope, C. Malloy, W. H. Buck and John. R. Beaty, T. W. Beaty being absent. Some time between this meeting and the next one in April 1858, the Board had been increased to eight members, for at the meeting on April 10th, the following composed the Board of Trustees: Samuel Pope, T. W. Beaty, J. R. Beaty, Jas. H. Norman, W. I. Graham, W. H. B. Taylor, C. F. Malloy and J. T. Walsh. Samuel Pope was Chairman and J. T. Walsh, Secretary. Before the school opened in 1858, the following notice was issued by the Trustees:

NOTICE

The Board of Trustees of the Conwayboro Academy take pleasure in announcing to the public, that they have engaged the services of the Rev'd James Mahoney as principal of the same for the ensuing year, and will open the Academy on the 11th of January next.

They have adopted the following regulations of grades of scholarship, terms of tuition, and periods of vacation:

Scholars of the 1st grade will be instructed in the following branches, viz: Reading, Spelling, Writing, Arithmetic and the first rudiments of History, Geography and English Grammar.

Scholars of the 2nd grade, History, Geography, Reading, Spelling, Mathematics, English Grammar and Composition. Natural Philosophy and Rhetoric.

No change will be made in the price of tuition. The terms for scholars in the 1st grade will be (\$1.60) one dollar and sixty cents per month; in the 2nd grade (\$2.40) two dollars and forty cents; two thirds of which will be invariably required in advance, to be paid to the Secretary and Treasurer of the Board, who will thereupon give certificate of admission to the school, and no scholar will be received into the school without that certificate.

SESSIONS.-The scholastic year will be divided into two sessions, the first to commence on the 11th of January and close the 11th of August, and the second, commencing on the 20th of September and closing the 20th of December thus giving a vacation of 40 days during the sickly season of the year.

The Board also takes pleasure in announcing to the public that James H. Norman, M.D., has generously offered to lecture twice a week to the scholars of the academy on the elementary principles of the sciences of Anatomy, Physiology, and Chemistry, sciences which will interest and instruct the youngest child in the academy.

The Board of Trustees earnestly invite the public to take advantage of the means of education now at its disposal and give that gift to their children, which neither misfortune, distress, nor all the world can take away. Parents and Guardians desirous to enter their children at the academy, will please apply to Jos. T. Walsh, or, in his absence, to any of the Board.

By Order of Board.

Samuel Pope
T. W. Beaty
C. F. Malloy
Jas. H. Norman, M.D.
John R. Beaty
W. H. B. Taylor
W. I. Graham
Jos. T. Walsh

Trustees

N.B.-Good board can be obtained in town and neighborhood from six to ten dollars per month.
Decr. 23rd 1857

CHAPTER IV

The chirography of this production is seldom excelled. There being no other document or signature in this collection that remotely resembles this penmanship. It is impossible to guess the writer. The grammar is not the best and capitals are too abundant, but the caligraphy is rarely surpassed. Attention is called to the fact that the practice of delivering lectures to the school children on elementary principles by the doctors antedotes, the present practice, and then one doctor delivered two lectures a week, and now four doctors deliver one a week, hence four weeks intervene between each one's lecture. The practice is commendable, as every child should be informed as to the outlines of general anatomical structure, the physiological laws controlling secretions, excretions, depuration of blood so as to prepare it to nourish and conserve the integrity of all tissues, and how the effete products of metabolism are eliminated so that health and strength can be maintained. Also the laws of hygiene for the preservation of health and prevention of disease should be inculcated and let it be faithfully impressed upon the young mind that a man never ceases to gather the crop of wild oats sown in youth and posterity will be gathering from the same sowing when he is dead and forgotten. The awful and calamitous consequences attendant upon and resulting from careless and youthful indiscretions.

Dr. Norman possessed a bright mind and had only a short time graduated in medicine, and presumably made his lectures instructive and helpful. Dr. Norman started with splendid opportunities and brilliant prospects, but his devotion to piscatorial pastime in connection with other unprofitable habits allowed his light to be obscured and his talents buried. He died December 1876.

(Since the above was written, reliable information has been obtained that Dr. Norman never fulfilled his generous engagement. If he ever entered the school house, some of the scholars then in attendance cannot now recall the time, and evidently a lecture on the subjects indicated, would have excited void attention on their part. Dr. Norman's intentions were certainly good, but it is reasonable to suppose that he was then contracting the habits that impoverished his usefulness as a medical physician, and perhaps he carried over his part of the contract, the eventual result might have been different)

Rev. James Mahoney taught the school again in 1858, being admitted by certificate. The form of the certificate was usually as follows:

Rev. James Mahoney.

This is to certify that James C. Inman has been regularly entered into the Conwayboro Academy as a scholar of the 2nd grade for the 1st session 1858.

Jos. T. Walsh,

Treasurer

Amount of tuition	\$16.80
" received	11.20
Amount Due	\$5.60

The following certificate is in the usual form but the addendum may interest some.

Rev. James Mahoney.

This is to certify that Percival Sessions has been regularly entered as a scholar of the 1st grade for the 1st session of 1858 in the Conwayboro Academy

Jos. T. Walsh,

Treas.

Feby. 17th 1858	
Amount of tuition,	\$11.20
" Received	7.48
" Due	3.74

Addendum-Please try Percival in book as I think he has never been further than the Spelling book, If he can study the others I will get them.

O. A. Chrietzburg.

Mr. Chrietzburg was a member of the South Carolina Conference and presumably was pastor of the Conwayboro circuit, which at that time included about all, if not the whole county, then called Horry District. Mr. Chrietzburg was very prominent in ecclesiastical circles in this state, being a brother of A. M. Chrietzburg, D. D., who died only a few years ago, full of years and honors. O.A. Chrietzburg married one of the eccentric but intellectual Waynes of Marion, entered the Confederate army, presumably as a Chaplain, and never returned at the close of hostilities, supposedly died in some out of the way prison or place where communication was difficult and hazardous.

It will be observed that the above certificates show the amount of tuition for 1st grade \$11.20 and for 2nd grade \$16.80 per session. Now according to regulations made by the Trustees, the rates of tuition were \$1.60 and \$2.40 per month, so that the first session lasted for months and the 2nd session for only three months, - from September 20th to December 20th.

Samuel Pope gave certificate of entrance to Adaline and Laura Cooper and Mr. Walsh for the following: Ellen Cooper, Alexander Singleton, John R. Dorman, Thos. F. Burroughs, Hampton Hart, Thomas Hardee, Walter C. Ludlam, Frances U. and Albert J. Readmon, Louisa C. Skipper, A. H. Montgomery, J. H. Grant, James Malloy, Laura F. Ludlam, Eliza, Asbury and William B. Hardee, Wm. A. and Mary E. Burroughs.

At a meeting of the Board of Trustees on April 10th 1858, the following resolution was adopted: That thirty dollars due the Building Committee be paid from the school tuition fund of former Board and the balance applied to the tuition fund of the present Board also. The Treasurer be authorized to make good whatever deficiency there may be in fund to meet the first payment due James Mahoney, the Principal, by moneys in hands as a furnishing fund, the same to be replaced when necessary.

The original subscription paper for the erection of the school edifice was then read and the defaulters noted. No. of scholars in school 25. The first session closed August 10th, and in settling with the principal a deficit of \$84.78 was found and the Trustees were assessed to make up the amount.

Mr. Walsh's chirography is ordinarily distressingly annoying to read and when he undertakes the palimpsest it requires a microscope and chemical reagents to enable one to decipher, so that the next meeting of the Board of Trustees is without date, being unreadable. Nothing was done at this meeting except to report the order to pay Building Committee thirty two dollars out of tuition fund for last year and balance applied to tuition fund of this year, and ordering the assessment of Trustees for any deficiencies.

The next meeting was held January 7th, 1859, and this record was made

"The Principal of the Academy was this day paid off.

The Trustees were assessed to make up the deficit in the funds. The system changed, the trustees ordering the Secretary to advertise the school house for rent to an approved person. By resolution the Chairman and Secretary were authorized to rent the building on the best terms and that they report their action to the Board."

Decr. 17th 1859.

The Board met upon the call of Chairman to receive and act upon applications for renting the Academy building for the ensuing year. Two applications for the same were received and heard from, -D. L. Keith and G. A. Belcher."

There seemed to be some uncertainty connected with the application of both gentlemen in the mind of the Board and it was therefore resolved:

"that the Board defer their decision as to whom they will rent the Academy until the 26th of Decr. next. It was also resolved that the old school house be sold to the highest bidder on the first Monday in January next, removed from the lot on which it now stands, also that the stove be sold at the same time, and that the Secretary give a notice of the same. Conditions of sale, a credit of three months, note and good security for purchase money. No further business, Board adjourned to meet on the 26th inst.

J. T. Walsh, Secty."

The next record on Minute book reads: No meetings of the Trustees were held from 1859 to 1867, the original plan of employing a teacher having failed for want of an adequate support on behalf of the people. Sundry persons to wit: Miss Ann Sanborn, J. C. Clarke, E. F. Harrison, T. C. Shackelford and D. J. McMillan used the Academy building for schools, none of which lasted longer than one or two sessions. Notes of J. C. Clark and E. F. Harrison were taken for rents, and transferred to Messrs. Buck & Beaty on account of their claim against the building. This record has no date.

CHAPTER V.

The Conwayboro Academy Association held a meeting June 3rd 1867, and transacted the following business:

S. N. Anderson was requested to preside and J. T. Walsh to act as Secretary.

It having been ascertained that of all the former Board of Trustees, Messrs. T. W. Beaty and J. T. Walsh alone survived, the following persons were unanimously nominated and elected to the said Board to fill the vacancies: Jas. S. Burroughs, Thos. H. Holmes, Jehu Causey, S. N. Anderson and Jos. F. Harrell.

Mr. T. W. Beaty presented the following paper as a member of a Masonic Committee of Horry Lodge A. F. M.:

"To the Trustees of the Conwayboro Academy:

"Gentlemen:-At a regular communication of Horry Lodge No. 65 A. F. M. the education of youth of our District was considered and the sum of four hundred dollars was donated for the support of a school to be conducted under the supervision of a Committee elected annually by the Lodge, the donation to be expanded for the education of Worthy Masons' Orphan children, if so much be necessary, if found not necessary, to expend the whole amount for this purpose, then the remainder to go to the maintenance of the school giving to Orphan children in indigent circumstances the preference of this benefit. The Committee elected by the Lodge petition that you turn over to the lodge the use of the Academy building

for the purpose as above set forth, so long as it shall continue the proposed school.

Thos. W. Beaty,
F. I. Sessions,
R. G. W. Grissette,
E. F. Harrison,

Conwayboro, S. C.
June 3rd, 1867."

In addition to above named conditions, Mr. Beaty on the part of the Lodge engaged to keep the building in repairs during the use thereof.

"On hearing the said application, it was on motion of Jos. T. Walsh, resolved:

"That the Trustees be directed to turn over the Academy School Committee appointed by Horry Lodge No. 65 A. F. M. in accordance with, and on the conditions set forth in the foregoing application.

"On motion the Association adjourned sine die.
S. N. Anderson,
Presiding.

J. T. Walsh, Secty."

A called meeting of the Board of Trustees was held on the same day, June 3rd 1867, when the following business was transacted: All members of the Board except Jas. S. Burroughs were present and it was organized by the election of S. N. Anderson, Chairman, J. T. Walsh, Secretary.

"Ordered that the Chairman and Secretary prepare, sign and give to the School Committee of Horry Lodge A. F. M. a paper transferring the use and control of the Academy building pursuant to the resolution adopted by the Association.

"Ordered that the Secretary and Treasurer advertise for sale and sell for cash on the first Monday in July next, the old Academy building and apply proceeds of sale to the debt against the new building. Adjourned to meet on the call of the Chairman,

S. N. Anderson
Chairman.

J. T. Walsh, Sec. and Treas."

This is the last record of the Board of Trustees of the Conwayboro Academy. The Masonic Lodge through its Committee took charge and supervised the conduct and management of the school for two or three years, afterwards, it was used by the public school authorities for some years. It is now used by the colored people for their school, the Whittimore school house having been destroyed some years ago by storm.

Jesse Thornton, who was the first and perhaps the only teacher employed under the auspices of the Masonic fraternity and from the best information obtainable he was in charge of the school three years 1867-68, 1868-69, 1869-70.

It seems he had a pretty flourishing school, several young men from contiguous portions of the county attended the school. He married Miss Mary Smith of Fair Bluff, N.C., some time during the vacation of 1889 and occupied the residence at the North East corner of Elm street and 4th avenue.

Mr. Thornton was a Georgian and on his return from the war between the States, stopped over in Robeson county, N. C., and taught several schools in different places. He taught one at Bear Swamp in Marion county in 1866 and came here in the fall of 1867. He was a very voluble plausible talker without very profound knowledge of any subject. He followed the old system of governing schools by absolute authority, that if a child did not will-

ingly receive and appropriate instruction, he would force it into the child's mind by the rod.

The rod may be important in the government of some children, but there is a better and more satisfactory way. A child should be taught obedience to lawful authorities, but the basis should not be from simple fear of punishment or the simple hope of reward. The maxim that boys will be boys needs revision so as to include the idea that boys will be men and then their training should anticipate the development of embryonic men into well rounded citizens, capable of thinking and acting intelligently on all questions presented for consideration. The purpose of discipline should be, not the absolute restraint of super-abundant vitality, but the gentle control and direction of this buoyancy and boyish pranks into the proper channels for the evolution of sane and sound manhood and womanhood - sana mens in sano corpore. The love of the right and beautiful should be early instilled and assiduously cultivated for a child is seldom influenced to do right from a simple fear of punishment or the hope of reward.

A person who serves God simply to evade the punishment of Hell or to get eventually into the Paradise of God, makes a very poor Christian. The motives in both cases influencing to the religious service is selfish, and therefore, does not conserve and promote the moral interests of humanity. Children should be early taught the abnegation of self in the promotion of the general good.

The purpose of education is to develop, draw out - educate good qualities that may dominate the life and character of the individual and that may eventuate in the control and eradication of bad qualities. The mind is a garden, and unless good seed is planted and carefully cultivated, noxious weeds will grow up and over run it. Thoughtful preparation and tith will ensure a renumerous harvest of the excellencies planted. Prevention is decidedly preferable to eradication.

The successful teacher must understand the principle of Psychology as applicable to the child and adapt himself or herself to the child's mental condition, so as to remove obstacles and implant correct ideas of life and conduct. A teacher who does not understand the subject to be taught sufficiently to formulate his or her own questions will never make a success of the profession.

The application of the principles of the lessons taught should be made to daily conduct during the period of instruction. This is important, both for teacher and pupil - for the teacher, that she knows her teaching as bearing fruit, and encourages the child to know the principles taught can be applied to every day life and conduct.

Mr. Thornton taught a year after his marriage in 1869, but his wife's health failing, he discontinued and removed to other parts.

CHAPTER VI.

About the time Jesse Thornton left here the free public school system was inaugurated with Mr. Jos. T. Walsh as county School Commissioner.

The system was entirely new to the people and it required time, patience and perseverance to put in successful operation. Mr. Walsh was an educated man, but with no practical experience as a school teacher, therefore was somewhat handicapped by this lack, and depended largely upon his appointees as Trustees to get the system into good working condition, and they were inexperienced in such work, hence the progress was necessarily slow. Another element that contributed to the retardation and confusion in the school work was the system of paying

the teachers. The system was started before the money to pay the teachers was collected, hence the teacher must needs lie out of his remuneration for a year, unless he would submit to a discount of 30 to 50 per cent of his claim.

County officers were making a handsome profit by discounting the claims of school teachers and the papers of other claimants against the county and this was carried to such an extent that it became a serious detriment to the material and the intellectual progress of the county.

The legislature finally passed a law forbidding county officers dealing in county claims of any kind under suitable penalties. All this occurred during the reconstruction regime. The school period at this time lasted from thirty to sixty days, that is, from one and a half to three months. The uncertainties of human efforts were oppressive and nearly all endeavor was largely tentative. The Radical Constitutional Convention was held in 1868 and was composed of such men as were totally unaccustomed to such responsibilities, and were easily dominated and controlled by the leaders who were generally retired Northern army officers and camp followers, or direct importations from the North of men who came here not to conserve the public welfare, but to promote their own private interests by the legal robbery of Southern rebels.

Since the legal machinery has been taken over by the parties who understand how to manage public affairs so to advance the public good, a public school system has evolved that is accomplishing, in part, at least the purpose of its creation and the teachers are promptly paid.

The old rates of salary were: First Grade teachers, fifty dollars; Second Grade, thirty-five dollars, and Third Grade, twenty-five dollars, and yet in some sections there was considerable modification of these prices, and a First Grade teacher could not draw First Grade pay for teaching a Second Grade school, and so on. Trustees are realizing the fact that the primary department demands as competent a teacher as the higher grades, in fact, start a child properly and future progress becomes easier, more rapid and satisfactory.

Different parties held forth in the old Academy under the free school system, but the terms were so short as to be inconsequential as to results. School matters in town moved along in this indifferent and apathetic way until the early part of 1877. Several young families were approaching the period when schools were becoming absolutely essential to the well being and progress of the town, although a town of small population and wealth, yet it was the County seat where people from all parts of the county gathered for the transaction of the public business at stated times. This fact would determine the progressive citizenry of the town to make it a centre of influence and progress commensurate with the needs and importance of the whole county. The county seat should lead in industrial and educational matters as a center of population and influence. At this time Bucksville was an active competitor in growth and development with Conway as the emporium of the county.

Comparisons may be odorous, if not precisely odious, but Bucksville neglected her opportunity to establish a large central school in which to gather and cultivate the children of the town and surrounding country. A community cannot bring about prosperity apart from maintaining a good capable school. It is not claimed that Bucksville did not have a good school, but they were usually limited and exclusive. Conway was tinctured with the same fault

up to 1877. No person can place himself upon a pedestal of wealth or family pride and expect to reach down and lift other people by the hair of the head to his level. To succeed in elevating a people, a man must descend to their level, come in direct and personal contact with them, take hold of them, then he may hope to be of assistance to them in raising themselves to his level. This is Christ's method. He took hold of our nature to assist us to become like Him in life and character.

School matters moved along in Conway in an indifferent, desuetory way, the people receiving very little, in return for the expenditure, because the terms were so short that by the time the scholars got to the place they could make some progress in their studies the schools closed.

In 1876 Mr. F. G. Burroughs knowing and appreciating the general condition of the public schools took the matter into his own hands and determined to organize and operate a school that would be of some practical benefit as an educational factor in the town and community. Some young families were coming to the stage of action that demanded better educational facilities for development and preparation of the children for usefulness when those enjoyed by their forbears and dependence could not be placed upon the public schools as then conducted.

CHAPTER VII

F. G. Burroughs, the originator and founder of Burroughs School, was born in North Carolina on December 28th 1834 and moved to this county about 1857, and entered into mercantile and turpentine business with a Mr. Singleton in 1858 and continued the business until he entered the Confederate army in 1861. He joined a company commanded by Capt. W. J. Tolar and which formed a component part of the famous 10th S.C.V. A.M. Manigault was the Colonel until his promotion to the Brigadier Generalcy who was succeeded by Colonel C. I. Walker of Charleston.

Mr. Burroughs was a good courageous soldier, performing all duties legitimately imposed upon him uncomplainingly, and participated in most of the battles of the West in which his regiment was engaged. After the surrender he returned to this county, but on account of some disagreement declined to re-enter business with Mr. Singleton and organized a new firm with Mr. W. D. Gurganus as partner, as Gurganus & Burroughs. Gurganus died in 1870 which effected the dissolution of the partnership, and a new firm was organized as Burroughs, Hart & Co., in 1871. At the close of the year 1871 Hart withdrew and with J. R. Tolar formed the Commission House of Tolar & Hart, New York. The firm of Burroughs & Collins was then organized and continued until incorporated as Burroughs & Collins Co., and this continues to this day, though Mr. Collins has sold his interest in the corporation.

Mr. Burroughs possessed remarkable individuality and force of character, having very limited knowledge obtained from books, yet he was longheaded, clear-sighted, capacious to see where to take hold and tenacious to hold on until his purposes were accomplished. Active, energetic, always on the go, preferring to wear out than rust out. Indomitable, enterprising, yet he was kind and sympathetic with friends, but impatient and intolerant of interference and opposition, overcoming obstacles with almost resistless pertinacity. In social intercourse, jovial, genial and courteous, he was always careful and solicitous about the comforts and enjoyments of others. And when he allowed sufficient relaxation from business to conduct a marooning party on the seashore or an excursion on the Waccamaw, he always anticipated and provided for the comfort and

convenience of his guests. It was an outing for recreation and recuperation and he delighted to see each one enjoy the occasion and he did not care how laboriously.

Thrifty, economical and provident, he seems to have discovered what the Alchemists had been hunting for ages, the Philosophers stone which had the property of converting or transmuting everything he touched into gold. It may be said of him as of another: "Industrious, thrifty, saving, full of hard common sense and worldly wisdom, he suffered no chance to pass unused, and rose rapidly to the place of chief" merchant in the county. Careless of personal appearances he made a very indifferent impression upon strangers. Acquaintance was necessary and the only adequate means of calling forth the proper estimation and appreciation.

The custom had been for people to come to Horry, accumulate considerable, and then go somewhere else to invest and enjoy. Mr. Burroughs reversed this policy by investing all his surplus money in real estate which could not be picked and transported to other more congenial and enjoyable clime. The money was made in Horry and he would invest in Horry property.

When he first came to Horry prospecting, the outlook was not satisfactory, so he made up his mind and packed his grip preparatory to leaving, but accidentally passed the court house where the building of a bridge was being contracted off; he made a bid and it was knocked down to him, therefore he stayed, built the bridge and afterwards entered business.

Again, during the Radical regime and rampage of the reconstruction period, everything was gloomy and unsatisfactory, chaotic, taxes high, legislation oppressive, little prospect of matters reaching a period of stability and deference. He with Capt. Gilbert determined to investigate the Western country and find out the conditions prevailing there as to inspiring confidence in business and investment. He went throughout the Northern section by way of Chicago to Nebraska, then across the Western end of the country through Indian territory to Texas and back to Horry. Notwithstanding the unfavorable surroundings here, he returned satisfied to invest his money and remain a citizen of South Carolina. Other places may be better than Horry in some respects, but there were disadvantages, and altogether Horry was the equal of any section visited. The opinion is ventured that Capt. Gilbert concurred to this judgement, though no authority for this opinion is claimed.

Mr. Burroughs was a plain, practical business man, indulging few Utopian notions, but carefully and cautiously thinking out his plans before attempting to put them in to execution; and after his plans were matured and judiciously arranged in his own mind, he could not brook contradiction and opposition, but usually pursued the accomplishment of his plans with uncompromising persistence. Inflexibly honest in commercial and political matters, he seldom made a promise that was not sooner or later fulfilled, however inconvenient or discommoding. In family government he combined the fortiter in re with the suaviter in modo, but in case of conflict between these modes of action, the fortiter in re was given precedence, and the outcome can very clearly be seen in the family of excellent children trained in his methods. As an illustration of his loyalty and fidelity to the people of his adopted county, he divided his monthly stipend as a soldier and sent half to the Relief Committee at Conway to be distributed among the widows of deceased soldiers. This act was inspired, not by recognition of any obligation on his part, but by an earnest desire to contribute to

the relief of some poor widow.

Mr. Burroughs never aspired to any political office, but contented himself with the consciousness of contributing all his power towards getting the best men for the different official places who were available, in many respects possessing the qualities for leadership, quick perception, capable judge of men, and solicitous for the success of his political party, he would never allow his name offered for any public position. In the redemption of the State from Radical misrule in 1876 he took an active and influential part in this county, contributing of his time and means to secure the success of Hampton and his lieutenants. He was very much concerned about the political affiliation of some of his colored employees, one colored man who had helped him to make what he had, he was specially anxious about, and finally succeeded in winning him over to vote for Hampton which afforded him almost as much gratification and satisfaction as the success of Hampton. He maintained a careful oversight of his old man as long as the man lived.

The business was scattered over excessive territory and required the constant attention and supervision of one man to keep moving smoothly and successfully. This fell mainly to his lot. Perhaps one controlling motive in preventing his accepting political preferment was this demanding his individual time. There was a pretty large corps of employees requiring constant attention and direction to ensure the proper administration of business to achieve success. Constancy of oversight and keeping himself en rapport with the business at each outplace it was difficult for his employees to elude or deceive him.

Mr. Burroughs recognized the fact -it may not have been consciously- that to succeed in any enterprise, one man must embody the truth and principles of the organization, so that he can infuse into the other members some of his spirit and progressiveness and thus make things move. If a man starts an enterprise or an educational movement and becomes halting and doubtful of its ultimate success he invites defeat at the beginning. Mr. Burroughs did not belong to that class who undertake enterprises with dubitancy and vacillation, hence, in starting the school he assumed all responsibility. The first teacher employed was A. P. McCormick who had taught a year or so at Galivants Ferry. Mr. McCormick taught two and a half years, beginning in January 1877 in the old Academy and concluded his connection with the school in May 1870. Mr. McCormick was a good all-round teacher, an excellent disciplinarian and a capital instructor, a man of fine intellect, well cultivated, and capable under normal conditions of making a much higher mark in the social and political world than was possible in the school room. Owing to some disagreement about a pledge Mr. Burroughs declined to re-employ him. McCormick possessed the qualities of a first class teacher, mild, but firm in government, exacting obedience in all instances, he made a very favorable impression upon the school and the scholars, reluctantly surrendered him. Mr. McCormick died here July 24th 1887 and was buried in the Presbyterian grave yard. Mr. Burroughs had bought a lot and built a small school house on it, and some time during McCormick's incumbency the school was transferred from the old Academy to the new school house.

After McCormick's connection with the school closed and before another teacher was employed, to secure a more equitable distribution of responsibility in employing teachers and obtain a more hearty cooperation of the

patrons, Mr. Burroughs requested B. G. Collins, J. A. Mayo and Dr. E. Norton to assist him in the management of the school. They procured the services of A. B. Bethea as teacher who taught the school three years. It was during his incumbency that teaching music was introduced and Miss Cora McCormac employed. Miss McCormac was a competent teacher and about all music pupils being beginners, she laid a good, correct foundation for subsequent instruction in that department. A small building was erected South of the school house in which was placed the piano. It cannot now be ascertained how long this building was used for the purposes indicated, but proving entirely inadequate and unsatisfactory, a more commodious two story structure was built just across in front of the school house. The lower story contained two large rooms at each end of the building with a convenient hall in center through which entrance was effected into the school room. The Trustees purchased a square Mathushek piano from Miss Jennie Congdon who had given a few lessons in music on it. Each Trustee paid an equal part. After the new music building was erected, another new piano of the same make was purchased, the price of this was divided into five equal parts and Mr. Burroughs paid two parts and each of the other Trustees one part.

The pianos were placed in the new building, one in each room, - lessons were given on one and one was used for practice. There was only one room above stairs and that was used for some time by the Knights of Honor as a Lodge, in fact, it was so used until required by the school as a dormitory for boarding pupils.

Bethea was a very good teacher, somewhat irritable and peevish, perhaps attributable to his physical condition suffering from the effects of Scrofula in childhood. He held the school together very well and increased the attendance, was successful in imparting instruction and advancing the pupils in knowledge. It may be simply a coincidence without significance, but it is a little peculiar that the literary department of the school was set in motion by A. P. McCormick and the music department by Miss Cora McCormac both of the same name, at least pronounced alike, though differently spelled, and no kin. Both were efficient and successful teachers in their respective departments.

The original selection of the site for the school house was determined by its propinquity to the Ludlam spring, which, at that time was somewhat noted for the coolness and purity of its waters. Mr. Burroughs had always had a penchant for making provision for the delectation and enjoyment of young people, so he prepared comfortable seats under the trees, mainly East of the spring and had the spring walled up with brick to prevent the inflow of the surface water from the hill above. It was commendable foresight in Mr. Burroughs to place these seats so near the cool spring, in case that anyone was wounded by Cupid's darts here was cool water to soothe the aching wound and promote cicatrization. It became quite a rendezvous for lovers and young people generally, especially on Sunday afternoons, and no doubt many a cupid's shot was sent hurtling through the air and found lodgement in congenial soil. Bethea taught from Sept. 1879 to May 1882.

T. E. May was the third teacher employed in the school. He was from North Carolina, was not a good disciplinarian, but an admirable instructor. He had abandoned the old custom of flogging knowledge into the child, but any child disposed to study and learn Mr. May could tell them exactly how to do it. He managed the school from September 1882 to May 1885. Miss A. H. Moore was teacher of music and an excellent one. She was also from North

Carolina, - fine personal presence, robust strong, healthy, capable of handling her side of house in a proper progressive manner, and she did not hesitate to demand obedience and compel each pupil to strike the proper note.

Some time antecedent to Mr. M. Herndon, Moore's incumbency as principal, the Board of Trustees determined to increase the number of members from four to five, so as to prevent a possible tie vote on questions submitted for adjudication and otherwise to equalize the membership.

Col. C. P. Quattlebaum, a young lawyer, naturally interested in the educational progress of the town and possessing a judicious temperament was elected as the fifth member. Some years subsequently, Col. D. A. Spivey and F. A. Burroughs were elected as members of the Board, one to take the place of John A. Mayo who was an invalid for a year or two, and died February 22nd 1896; and the other the place of F. G. Burroughs who died February 25th 1897.

Col. Spivey was elected perhaps about 1894, and for the reason that he was a practical educator, having taught in the county and was therefore familiar with the educational needs of the county, was active, progressive, and has made a useful and efficient member and has been has been its Secretary since his election.

F. A. Burroughs, an active, energetic, practical young business man was elected as the representative of the School's founder and his family, and, as possessing some of the discriminating powers of his father, and also as having the educational advancement of the town and community at heart. These five constitute the present Board of Trustees of the Burroughs School.

M. Herndon Moore succeeded May in managing the school. Mr. Moore was a very youthful, just graduated from Wofford College and was warmly recommended by Dr. Jas. H. Carlisle, President of Wofford. Although Mr. Moore was so young, (only about 20 years old) he made an excellent teacher, good disciplinarian and competent and apt instructor. At the close of the school in May 1886 he declined re-election for the reason he had another object in view. He studied law, was admitted to practice and located in Columbia, was made professor of some branch of law in the University of South Carolina, and on the death of Col. Pope, was made Dean of the Law faculty and died last Winter.

Mr. Moore was an exceptional youth, strong intellect, well cultivated, robust, healthy, matured physique, manly, of correct habits and his untimely demise was quite a surprise to his friends here. His constitutional vigor indicated great capacity for continued hard work and his death at, or about the maturity of his mental powers was an occasion to produce astonishment on the part of his former friends. Miss Moore continued to manage the music department during his incumbency as principal.

John M. Knight of Marlboro, took charge in the fall of 1886 and continued as principal for two years, failing of re-election after the conclusion of the Spring term of 1888. Very few men possess many excellencies, one excels in one thing and another in something else, and Mr. Knight's forte was instructing in English, especially in reading. No teacher had improved the scholars in that line to the same degree he did in his two sessions. In fact, Mr. Dysinger who followed Knight remarked the proficiency of the scholars in that department.

CHAPTER VIII

While teaching here Mr. Knight sought and obtained license to preach and exercised his gifts a few times. The motive influencing him in that direction was never satisfactorily understood. As before intimated, he was an excellent reader, but possessing very small elocutionary powers, though these were susceptible of larger development. The persistent pursuit of this calling might have made him a very effective and successful preacher. He soon abandoned the pulpit vocation and the reaction did not result in his moral uplift and spiritual growth. He edited the Sumter Herald for some time and attained distinction in the ranks of Knights of Pythias and died several years ago.

Miss Mary Pearce taught music. She was an excellent lady, pleasant, graceful, quiet and unobtrusive in deportment and an admirable instructress in her department, attractive in person and suave disposition. One man received a fatal wound from cupid's quiver, but the wound was mollified and eventually healed without perceptible scar.

J. H. Dysinger succeeded Knight in the management of the school and was quite successful. Dysinger was the first Principal who attempted to popularize the school by travelling through the county presenting its advantages to the public and publishing catalogues showing what was being done and how. Contract was made between Dysinger and the Trustees to the following effect:

"Resolved, That J. H. Dysinger be elected Principal of the Burroughs High School for a term of three years on the following conditions, viz:

"If he becomes dissatisfied with the school he can give the Trustees three months notice of intention to withdraw and if the Trustees become dissatisfied with his management of the school they can give him three months notice to withdraw."

This is in Mr. E. R. Beaty's chirography and is not signed by either party, but accurately expresses the conditions on which Dysinger was employed. He gave notice of intention to discontinue three months before the close of his third year. At the same time he gave the Trustees notice of withdrawal, he notified different Teachers' Agencies of the anticipated vacancy. Applications came in from different sections of the country, even from Canada, and by the score. The number of applications with testimonials as to qualification was perplexing and disturbing. The conditions here were different from the places where most of the applicants had been teaching. Here, the salary of teacher depended upon the rates of tuition and the number of scholars with the addition of trouble and annoyance of collecting from each patron, there they were paid from the public treasury monthly as is done here now. The Trustees would elect a suitable teacher and notify him with the conditions attached as above, he would decline, then elect another with the same results and so on, until we run out of material to select from and the Trustees were thrown back upon their own resources, and consulted Prof. Woodward who recommended a teacher who will be discussed later.

The school was incorporated in 1889 as the following Act shows:

AN ACT TO INCORPORATE THE BURROUGHS SCHOOL,
OF CONWAY, HORRY COUNTY, SOUTH CAROLINA,
AND TO PROHIBIT THE SALE OF INTOXICATING
LIQUORS WITHIN ONE MILE THEREOF.

SECTION 1. Be it enacted by the Senate and House of Representatives of the State of South Carolina, now met and sitting in General Assembly, and by the authority of the same, That F. G. Burroughs, B. G. Collins, E. Norton, J. A. Mayo and C. P. Quattlebaum and their associates and successors, be, and they are hereby, created a body corporate, by the name and style of the Trustees of Burroughs School, a seminary of learning, situated at Conway, Horry County, South Carolina, and that said corporation by the name aforesaid, shall have power to sue, and be liable to be sued, in any of the Courts in this State, to use a common seal, and to make all such by-laws, rules, and regulations as it may deem necessary and proper for the establishment, organization and government of such seminary of learning and the transaction of the business of such corporation: Provided, however, such by-laws, rules and regulations be not inconsistent with or repugnant to the laws of the land.

SEC 2. That the said corporation shall have the power to purchase, acquire, hold, to sell and convey, property, real and personal; and also shall have power and authority to confer the degrees of Bachelor of Elements and Master of Elements.

SEC 3. That the sale or barter of spiritous liquors, wine, beer, or other intoxicating drink or beverage of any kind, in any quantity whatever, be, and the same is hereby, expressly prohibited within a radius of one mile from said school; that no license, from any authority whatever, shall warrant such sale; and whosoever shall be found guilty of a violation of this Act shall be punished the same as if convicted retailing liquors without a license in this State.

SEC. 4. This Act shall be deemed a public Act, and shall continue in force until repealed.

Approved December 23rd, A.D. 1889.

Some time during the year 1890 it was suggested that a good Library was an important adjunct to the successful conduct of the school and would tend to develop and broaden the minds of the pupils, who would use the books, on a higher plane than the simple use of text books could do. The suggestion met Mr. Burroughs' hearty approval and he began to devise ways and means to secure one. He contributed liberally, and as Editor of the Horry Herald, advertising for Ludder & Bates Music House, Savannah, Ga., and acting as their agent in this place, I donated the amount of the advertising bill, and the commission on the purchase of an organ for the school which amounted to about forty dollars. Then an entertainment was projected and successfully carried out. Suitable and harmless games were played, among them Limbula. This is an old play with a new name and the curious can work out the nature of play from the meaning of the word. It is very suggestive to the initiated. Another part of the program was voting for the most popular girl.

From all sources the amount realized was beyond expectation. There is a record of the whole contribution for the library. I think, but I have failed to ascertain where, or the amount, but I think the amount taken in that night was about two hundred dollars, more or less. A library of standard authors was purchased, but unfortunately the books were usually above the capacity of the average scholar. The books were recognized as standard, having stood the critical tests of years, and those fond of biographical and historical studies, essays, poetry, etc., an ample field was afforded. There was not, perhaps, sufficient light literature mixed in the collection to compen-

sate for and stimulate the study of the heavier and more instructive and character building literature, though sets of some standard novels were included. Other volumes of lighter nature have since been added, and the library has been reasonably maintained. The study of the books in the library will inevitably contribute to a liberal education.

CHAPTER IX

It was during Dysinger's administration that the Knights of Honor surrendered the upstairs of the music building and it was converted into a dormitory for boys in attendance on the school. Dysinger had brought in several boys from the country and to make their attendance in the school financially as reasonable as possible, the upstairs was divided into rooms for their accommodation as sleeping apartments. Dysinger had a room provided for himself and all took their meals at Mrs. Currie's. By this arrangement several young men received an education that otherwise could not have been accommodated. Dysinger was from Pennsylvania and was a hustler. He was a martinet in discipline and did not spare the rod on occasions. There was one very serious fault in Mr. Dysinger's disciplinary control of the school, and the same practice may prevail in some places yet, and hence attention is specifically called to it.

Reference is had to the custom of reproof and correcting recalcitrant and rebellious scholars in the presence of the school. The best results of discipline cannot be obtained by such practice, as it puts the scholar, though conceded to be guilty of the charge on the defensive, and he may resort to various subterfuges and misstatements to escape the degradation of public punishment. Every child should be considered as possessed of sensibilities and some refinement of feelings, and these should be sacredly guarded and developed to the point that he would despise the doing of a mean, cowardly or immoral act. All acts of discipline, whether reproof or correction, should be strictly private between teacher and the offender, and thus cultivate the finer feelings and the sense of honor in the child, so that it may entertain a proper sense of self-respect and dignity. An appeal to the sense of honor will accomplish more to improve and maintain the discipline of a school than the resort to frequent corporeal punishment.

The repetition of public punishment destroys a child's sense of honor and self-respect, that he becomes careless of his conduct and indifferent to its results. Neither character nor scholarship is produced by talking down to or exposing to ridicule in the presence of other members of the class. The proper function of the teacher is training the mind in such a way as to make the acquisition of knowledge as pleasant and attractive as possible and all the exercises of the school become a source of pleasure and not a means of repulsion.

Mr. Dysinger was the first teacher who found it necessary to employ an assistant. He had worked the school up to the point where he needed help to conduct the classes, and he fortunately secured the services of Miss Effie Burroughs, who is now Mrs. Dr. Egerton, of Hendersonville, N. C.

It was during Dysinger's administration or soon thereafter, that an addition was made to the main school building commensurate with the old building and extending backwards to ward the railroad. The first was found inadequate to accommodate the increased attendance, and some alterations were made in the first story of the music

building, so that entrance into the building was made through a hallway across the end instead of through the center of this building.

As above intimated, on the retirement of Dysinger, the applications were so numerous that it was difficult for the Trustees to make a suitable and congenial selection, and the declination of acceptance by those elected, on learning the method of paying salary became so frequent, that the Trustees were finally reduced to an anomalous predicament, that there were no applicants and were compelled to take any they could get.

They elected A. B. Riley of Pickens, a nice, excellent young man, but seems to have projected into the world with an invincible congenital vis inertia. A person is not likely to become an effective, successful teacher who thinks more of his personal comfort than the instruction and advancement of his pupils. Anciently it was the custom of the master to sit while instructing his pupils, but Aristotle changed that habit and walked among his pupils while giving instructions, hence the expressive word-peripatetic. Now to see a pedagogue sitting while instructing pupils is prima facie evidence that the first principles of pedagogy have not been correctly comprehended and applied. Standing or walking implies more vigor, energy, earnestness and power to apply the principles taught to daily life and character than the indifferent way implied by sitting at such an important period as that of imparting instruction to pupils. Miss Mamie Folger was his music teacher and assistant in other branches as her pedagogic services were required. Neither made very profound or lasting impression upon the community, though both were capable, excellent people. Riley continued only one year 1891-92.

A. J. Bradshaw followed Riley and taught the school until some time in March when he was taken sick and died about the 21st. Mr. Bradshaw had been a preacher but had abandoned preaching for teaching. He was a man of feeble constitution and, therefore, incapable of resisting the onslaughts of disease. He was a married man and his wife and wife's sister assisted him, one in music and the other in recitation. They were excellent people, cultivated and refined, and Mr. Bradshaw was a very competent teacher: comprehending the psychology of the child and, therefore knew how to adapt himself to the child's mental condition and conduct him safely and sanely through the mazes of obtaining knowledge. His explanations of principles were terse and lucid, and it was no fault of his if the child passed on without an adequate understanding of the lessons passed over. He was careful, patient and painstaking in imparting instructions.

Mr. Bradshaw had purchased the lot and began the house where M. W. Collins now lives. He had done enough on the house to get it in condition for occupancy and died in it. It lacked a great deal of being completed.

R. B. Clarke who was teaching at Socastee was employed to finish the year and was continued for another year. Mr. Clarke was an old teacher possessing excellent ideas about the proper methods of managing and conducting a school, but lacked the physical vim and vigor to put his ideas into successful operation. He contemplated annexing an industrial department to the school, so that boys could be trained in the industrial arts, including agriculture, while they were receiving literary instructions, and thus assist them in working their way through school. The chief difficulty that presented itself was securing accommodations in close proximity to the school house to justify the undertaking with any prospect of success. He was obsessed with the idea that such an attachment

to the school put in successful operation would be of immense benefit to the school, town and county. An industrial department connected with all schools would be of great advantage to schools and pupils.

Mr. Clarke failed of reelection in 1894 and subsequently moved to North Carolina his native state. He taught at Gibsonville, N. C., where, I think, he attempted to put in execution his ideas of an industrial attachment to the school, but with what success I am not informed. He was licensed to preach after leaving here, and finally joined the North Carolina Conference and died in 1907.

Mr. Clarke was a married man, having married a daughter of J. E. Dusenbury of Socastee. He was a good, honest, and sincere man, acting without ostentation or dissimulation, but being delicately constituted he did not possess the physical vigor and stamina to pursue successfully the arduous and exacting duties of the professional school teacher.

Miss Lutie Mayo, a native of Conway and daughter of one of the Trustees was Mr. Clarke's assistant. Afterwards, Miss Mayo married Joseph Holliday, of Savage, S. C., and is now living in Conway and patronizing the Burroughs School.

CHAPTER X

Zach McGhee took charge of school in 1894 and signaled his accession to the principalship by calling the patrons together and outlining his policy and methods of conducting a school. He thought government by moral suasion more profitable in securing ethical results than the one depending upon physical force. Every child has some good in him, and, if approached from the right angle by the teacher, this good can be reached and developed, then judiciously trained and cultured this good can be made to assume the mastery of the boy and a big manly man may be made from very rough unpromising material.

McGhee's plan contemplated drawing out and training the good qualities of the child so that the child will do the right. Few children are deliberately vicious, but more infrequently wrong-doing follows, upon the fact that the sense and consciousness of the right have not been properly cultivated and trained.

Mr. McGhee was an excellent teacher, fine disciplinarian abandoned flagellations, only using such means in cases of great urgency. He was very successful in managing the school by his new methods and succeeded in inspiring his pupils a higher and nobler aspiration than could have been produced by simple fear of punishment.

Prof. Brodie resigned from the Bennettsville schools to accept a position in the Clemson Faculty and McGhee resigned from the Burroughs school to accept the position vacated by Brodie, and so the Spring term of 1896 was taught by W. S. Stokes, M. D., who had been recently appointed Pastor of the Methodist church here. Dr. Stokes educational equipment was plenary, but there was some deficiency in mental equilibration, noetic equipose, that interfered with his successful management of adults or children. He now has no regular work in the Conference, occupying the relation to the Conference of Supernumerary. McGhee did not hold the position at Bennettsville very long. Leaving Bennettsville he went to Spartanburg and engaged in newspaper work. He edited the Spartanburg Herald for some time and is now the staff correspondent of The State at Washington, D.C. He is the author of a

very readable and interesting book called "The Dark Corner." A short time ago he travelled in Europe for the purpose of studying tariff conditions and comparing living expenses there and here. In the July World's Work he gives a succinct account of his investigations and makes some enlightening statements and puts on record some very instructive figures. Mr. McGhee is a close, accurate observer and any conclusion he may reach as to comparative conditions in Europe and America can be accepted as substantially truthful and reliable. Correct information as to the effects of tariff legislation on the living expenses in this country is very much needed and McGhee has assembled a considerable batch of figures on the subject that will repay careful examination.

Mr. McGhee's assistant was Miss Ruth Burroughs, daughter of the founder of the school, an excellent and lovable young woman. She possessed the qualities that adapted her to the instruction of children-kind, pleasant, amiable and patient, yet firm in discipline, she inspired confidence in her sincerity and trustworthiness as a teacher and leader, therefore the true function of teacher by making the acquisition of knowledge attractive and pleasant came somewhat natural to her. Secondly the cynosure her enjoyment seemed to consist largely in seeing others comfortable and happy. Possessing in a remarkable degree the altruistic spirit, the enjoyment of other's reacted upon her and enhanced her satisfaction. She was drowned at Myrtle Beach July 20th 1902 and the circumstances attending that sad event made it more awful and pathetic. The circumstances attending this sad occurrence are fresh in the minds of our readers and need not be recounted here.

Miss Ruth assisted McGhee while he taught and also helped Dr. Stokes who taught the Spring term of 1806, after McGhee resigned, and also assisted W. A. Dagnall for the fall term of 1896, but resigned during the Spring term of 1897 on account of illness in the family, and Miss Daisy Norton completed the term in her place.

Dagnall took charge of the school in 1896 and managed it one year, declining reelection. Dagnall was an excellent young man, pleasant in manner, agreeable in conversation, manly in deportment, good all-round teacher, maintained discipline and preserved the prestige of the school and gave general satisfaction. Outsiders interfered in such a way as to produce dissatisfaction on his part with unavoidable conditions here and he declined to return.

M. C. Woods of Marion succeeded Dagnall and taught the school one year, failing of reelection in 1898. Woods was very well equipped for the work and managed the school with credit, though no special advance was made in any department of work, yet he sustained its equilibrium and integrity. Mr. Woods subsequently studied law and was associated with his uncle C. A. Woods at Marion, S. C., until the latter was elected to the Supreme Bench of the State. Mr. Woods possesses good endowments, is a capable lawyer and commanding success in his chosen profession.

Miss Nannie Beaty, then of Bucksville, now of Georgetown, was his assistant. In equipment, disposition and predilection she was well prepared for the position and discharged the duties satisfactorily. She helped in the recitations and had a small music class which she conducted and instructed in connection with her other duties in the school room. She was graduated from Columbia Female College now known as Columbia College.

CHAPTER XI

S. W. Carwile succeeded Mr. Woods and taught the school two and a half years. Carwile began at once to develop the possibilities of the school, taking immediate steps to have a school District laid out. This was effected in Oct. 1898 by the County Board of Education as the following record shows.

"Conway, S.C., Oct 29, A.D. 1898

"The County Board of Education met on Oct 29, 1898 and proceeded to place on record school districts laid off by County Superintendant of Education authorized by County Board of Education and by the laws of this State of South Carolina, Act of A.D. 1896, viz:

"Burroughs School District No. 19: Lying and being situated in Conway township and bounded as follows: Beginning at Hemmingway's Ferry on Waccamaw river and running a straight line to the mouth of Brown Swamp on Kingston Lake, thence up Brown Swamp to Ford on the Placard road, thence a straight line to Ford of Dildah (or Dildv) branch or Potato Bed Ferry Road, thence a straight line to ford of Bear Swamp on Waccamaw Bucksville) road, thence the run of said Bear Swamp to Waccamaw river to the beginning point at Hemmingway's Ferry. Record of survey in hands of Trustees will more fully show.

J. F. Harper, Supt.

D. A. Spivey Members

W. C. Graham Board

Trustees:

C. P. Quattlebaum

F. A. Burroughs

Dr. E. Norton

This district was surveyed and platted by J. E. Moore in December 1898 which is on file in the office of the Clerk of Board of District Trustees. Measures were at once inaugurated to have an extra levy of three mills for school purposes voted by the people. The constitutional three mill tax was insufficient to run the school, for the reason that only a little over one third of this can be used in the school district, the balance being distributed to other schools in the county. If the district was allowed to use all the school funds paid in, the three mills extra levy would be amply sufficient to run the school for nine months and pay the teachers increased salaries.

Perhaps no law on the statute books affect the people more unequally than this 3 mill constitutional levy. The constitution makes the counties the unit for the collection and disbursement of tax, hence some counties have more money than can be profitably expended, while others are stinted to parsimony in teacher's salaries and school equipment. This is explained by the fact that populous counties with large arable area in cultivation and large cities within the territory collect a heavy revenue from the three mill tax, while in sparsely populated counties with small area in cultivation and few towns this collection is small and insignificant and has to be re-enforced by additional levies of two, three, four, some times as high as eight mills to keep schools running for a decent time. The approximate area of this school district No. 19 is about 12 square miles with a valuation of property now at about \$500,000.

Carwile preserved discipline, commanded the respect and confidence of the school and patrons and managed the school to the satisfaction of all concerned. He resigned at the close of the fall term of 1900 and R. C. Newton, of Bennettsville, filled out the Spring term of 1901. Newton

was a good teacher, conscientious, careful and capable and with some exceptions gave satisfaction, but failed of reelection in 1901. Miss Harriet Kershaw, of Charleston, assisted Carwile for the fall term of 1898, when at its close, on account of her health she returned home and Miss Fannie Roland was employed. Miss Kershaw was the daughter of Rev. John Kershaw, pastor of St. Michael, Charleston, and granddaughter of Judge J. B. Kershaw of Sumter and was a most excellent little woman, but a veritable assembly of nerves. Miss Roland assisted in the Spring term of 1899, and through the whole year 1899-00. During this year Miss Maude Mayo was called in as second assistant. Miss Roland did not return after this session, and for the fall term of 1900 Miss Mamie Brice was employed but she resigned at its close, went to Florence and Miss Mayo and Miss Ruth Burroughs finished the session. The trustees experienced some difficulty in securing services of a capable teacher, after the failure to reelect Newton. Several eligible applications were on file, some elected declined, but one accepted, but in a few days before the school was to open sent in his declination or resignation. The trustees had to hustle then, and finally secured the services of W. H. Evans of Darlington. Miss Eva Wilkes and Miss Maude Mayo were his assistants. Apart from the intelligent work of the assistants Evans would hardly have held the school together.

Mr. Evans was descended from a noble ancestry, was capable and intellectually qualified, but the responsibility of his position rested lightly upon him.

It may be proper to state here that Miss Essie Collins daughter of one of the Trustees conducted the music department during the incumbency of Clarke and part of McGhee's time. She married the Secretary of the Board of Trustees, Col. D. A. Spivey, in 1895, lives in town and is an active patron of the school. Miss Emma Collins, a sister, managed that department while Carwile was principal and also Newton. She subsequently married A. C.

Thompson and still lives in town.

CHAPTER XII

B. J. Wells succeeded W. H. Evans, taking charge of school in the Fall of 1902 and managed it until the Spring of 1904, declining reelection. Mr. Wells was eminently practical, a good teacher, an excellent instructor and clever disciplinarian. He put the school on the upgrade and it felt the effects of his contact with it. He was slightly infected with misogyny, - perhaps that may be too harsh and a more suitable and accurate designation might be misogamy-and the inchoate efforts of the music students was not entrancingly musical to him. The collocation of the music and literary department was unfortunately too propinquous and this proximity at times became a disturbing factor, and yet with the chivalry and gallantry possessed by some, he could have transformed this element to his own personal and social advantage. He was too practical and seemed only concerned with immediate and visible results in his own department. The school did make decided advances under his administration.

Miss Rosa Melton and Miss Rosa Shaw were his assistants, and both were capable, competent teachers. Miss Melton was the daughter of Rev. N. K. Melton of the South Carolina Conference and Miss Shaw was from Sumter, a relative of Mrs. Ben Dusenbury of Port Harrelson, and some time after school closed she married a Mr. Greer. Miss Mary McLauchlin of Cheraw, organized an art and embroidery class, but the school growing so

large that the then corps of teachers could not properly manage and instruct, she was employed as primary teacher, relieving Miss Shaw of some of her burden. Miss McLaughlin took charge of the primary department for the Spring term of 1903 and continued until the close of the session 1906-07.

It was during Mr. Wells incumbency as principal that the agitation for a larger and more commodious school building was started. The school had grown beyond the limits of accommodation of the old school building. In fact it was not constructed to meet the demands of a Graded School and therefore must be remodeled or a new one erected.

The Trustees determined to erect a new building commensurate with the requirements of the Graded School and requested the Legislature to pass an Act enabling them to issue bonds for that purpose and the following Act was the result:

AN ACT TO AUTHORIZE THE TRUSTEES OF BURROUGHS SCHOOL OF THE TOWN OF CONWAY, IN HORRY COUNTY, TO ISSUE BONDS FOR THE PURPOSE OF ERECTING SCHOOL BUILDINGS, AND EQUIPPING SAME, AND PURCHASING A LOT OR LOTS.

SECTION 1. Be it enacted by the General Assembly of the State of South Carolina, That the Trustees of Burroughs School of the town of Conway, in Horry County, and their successors in office, are hereby authorized and empowered to issue and sell coupon bonds of Burroughs School District, No. 19, of Horry County, in an amount not exceeding ten thousand dollars (\$10,000.00), as they may deem necessary, for the purpose of purchasing a lot or lots and erecting and equipping one or more school buildings in said districts, as said Trustees shall deem advisable; Provided That the question of issuing the bonds authorized in this section shall first be submitted to the qualified voters of said school district, at an election to be held to determine whether said bonds shall be issued or not, as hereinafter provided.

Sec. 2. That for the purpose of determining the issue of bonds authorized in Section one (1) of this Act, the said Trustees, or their Successors in office, shall order an election to be held in the said school district, on the question of whether the said bonds shall be issued or not, in which election only the qualified voters residing in the said district shall be allowed to vote; and said Trustees shall give notice of said election, for three weeks, in a weekly paper published in the town of Conway; shall designate the time and place, and appoint the managers of such election and receive the returns of the managers and declare the results.

SEC 3. The said Trustees shall have printed, for the use of the voters in said election, two sets of ballots, which shall be placed, an equal number of each, at the polling place, on one set of which shall be printed the words, "For the Issuing of Bonds" and on the other of which shall be printed the words, "Against the Issuing of Bonds". If a majority of the votes cast at said election shall be for the issuing of the coupon bonds provided for in Section one (1) hereof, the said Trustees may issue said bonds, on such amount, not exceeding ten thousand dollars (\$10,000.00), as they may deem requisite for the purposes set forth in Section one (1) of this Act, payable to the bearer, to run for a period not exceeding twenty years from the date of issue, bearing interest at a rate to be determined by said Trustees, not exceeding five (5) per centum per annum, payable annually. Any bonds executed and not issued shall be cancelled.

SEC. 4. That it shall be the duty of the County Officers of Horry County charged with the assessment and collection of taxes, by direction of the said Trustees, and their successors in office, to levy such a tax annually upon all property, real and personal, within the limits of said district, collect the same, as taxes for State, County and school purposes are now levied and collected, as will raise a sum sufficient to pay the interest on all bonds issued under and in pursuance of this Act, and to create sinking fund in due time for the payment of the principal at maturity. The fund so collected to be applied by the said Trustees and the Treasurer of Horry County, solely to the payment of interest on said bonds: Provided that any annual surplus or balance may be used as hereinafter provided.

SEC 5. That all bonds issued under and in pursuance of this Act, shall be signed by the said Trustees, or their successors in office: Provided, the signatures of said Trustees may be lithographed or engraved upon the coupons attached to said bonds, and such lithographed or engraved signatures shall be a sufficient signing thereof.

SEC. 6. That any balance or surplus arising from the tax collected from property in said school district remaining of the funds arising from the said annual tax levied, shall be set aside as a sinking fund for the liquidation of the said bonds.

SEC. 7. That the Trustees shall have authority to invest the sinking fund in good interest bearing securities, when they can do so safely.

SEC. 8. The said Board of Trustees are hereby authorized to adopt and make a seal for their official use in the execution of the said bonds, and like important papers; that the said bonds shall be a first lien on all property purchased or improved with the proceeds thereof, and said bonds shall not be taxable for municipal or public school purposes, other than the constitutional three mills tax, and the coupons upon said bonds shall be receivable for all taxes in said school district which shall be levied for educational purposes.

SEC. 9. This Act shall take effect immediately upon its approval by the Governor, and all Acts and parts of Acts inconsistent with this Act are hereby repealed.

Approved the 22nd day of February, A.D. 1904.

The question of issuing bonds for the purpose indicated was submitted to the people and was promptly and nearly unanimously approved.

CHAPTER XIII

All legal requirements were strictly observed in issuing the bonds for the erection of the school building. The old school house and site were exchanged for the block enclosed between Main and Laurel streets and Eighth and Ninth avenues. It is a beautiful location, gently inclining from Laurel to Main street, affording admirable facilities for drainage. The sides bordering on the avenues are higher than the centre and especially that adjacent to Eighth avenue and has not the gradual inclination. Some landscape work is needed in levelling and arranging walks, etc., to make it an ideal location for a school house. The Trustees have been seriously handicapped by lack of funds to make the necessary improvements on the place - it is not enclosed by a fence, hence people thoughtlessly drive across the yard, cutting ruts, thus making it unsightly and otherwise damaging it.

The plan of building was draughted by architect H. E. Bonitz of Wilmington, N.C., and the contract was let to E. H. Leslie of Newberry, S. C. for about \$9,900. Work

on building was begun at once and pushed to rapid completion. It is a commodious structure adapted to graded school work and a large auditorium comfortably seating three or four hundred people. The Trustees did not change name of the school, therefore Mrs. Burroughs and family donated five hundred dollars to assist in providing suitable equipment for the school. The heating plant and paraphernalia have never been installed and is quite a desideratum.

In soliciting signatures to a petition to submit the proposition to increase the school levy by one additional mill, a short time ago, some objected to signing on the ostensible ground that the title to the school property was in the name of the Burroughs School Trustees, therefore there was no guaranty of the perpetuity of present arrangements and conditions. What else could the title properly be placed? They were the legal owners of the old site and buildings, therefore in exchanging sites the title to the new property naturally vested in them. But they simply hold the property in trust for the use and benefit of School District No. 19. In fact, the incorporation of the District makes every white person within its limits as much a part of the Burroughs School as if they resided in Conway. The people of the District incurred the debt by voting bonds to build the house, and the country part of the District is equally responsible for the payment of the bonds with the town and should feel a corresponding pride in the building and maintaining a good school.

The County Board of Education may have the power to bring about dissatisfaction and friction by appointing District Board of Trustees, outside of the Burroughs School Board and thus develop a semblance of conflict of authority which might result in detriment to the prosperity and progress of the school, but such action on the part of the County Board of Education is not remotely anticipated. The present Board of Burroughs School Trustees has labored earnestly and faithfully to establish the school on a permanent and satisfactory basis and the members of the Board sincerely deprecate the introduction of any disturbing factor in the School's management. The school is one of the most prominent and conspicuous achievements of the marvelous development of Conway and the Trustees desire to keep it abreast of the progress and improvements, and make it conducive to the intellectual and moral uplift of the town and surrounding country. To accomplish this wholesome and laudable aim, there must be harmony and cooperation, and they have every reasonable ground of hope for such collaboration.

After Mr. Wells declined re-election he taught in other places in the State and is now assistant or chief clerk to the State Superintendent of Education at Columbia. Mr. Wells is very kindly remembered by friends in this community.

Since the above was written Mr. Wells has resigned his position in the State Superintendent's office to accept a professorship of Mathematics in Clemson College.

Mr. J. L. Kennedy followed Mr. Wells and managed the school for two years, 1905-06, and declined re-election. Mr. Kennedy was an excellent man, an admirable instructor and generally well equipped for school work, but was not an efficient disciplinarian. The school made progress under his administration. His assistants were: Miss Manville of Charleston, who taught only four or six weeks and resigned. She was remarkable for her taciturnity, her conversation consisting largely of monosyllabic responses. She was succeeded by Miss Mary Atwater of N. C., who taught the balance of that session and the following year, retiring at the close of Mr. Kennedy's time. Cupid conquered her and she remains in Conway

as the excellent wife of A. W. Barrett, member and business Manager of Horry Hardware Co. Mrs. Barret is an active well-wisher for the success and progress of the Burroughs School. Miss Mary McLaughlin who took charge of the primaries during Mr. Wells' incumbency and was a very efficient teacher, commanding the respect and affection of her pupils. Miss Ella Roland, an excellent young woman of fine personal presence, and a competent instructor. Miss Lilla Martin of Ninety Six, a very quiet unostentatious young woman.

About the middle of Kennedy's last year, such paraphernalia as were usable were transferred from the old to the new school house, henceforth the school has been conducted in the new building. Miss Lottie Barron of Rock Hill, was employed in Miss Martin's place, -Kennedy's 2nd year.

Laurel street has been opened across the railroad and alongside of school house property so that the school house is now accessible from all sides, except that Eighth Avenue has been opened only to Main street. It will be difficult to open this avenue satisfactorily alongside the school lot and across the railroad at, or near the Laurel street crossing, on account of the peculiar configuration of the land etc., but when this is properly done, the location of the school building will be most excellent and commanding. The installation of a heating plant, a system of water works, and the lot enclosed with a suitable fence, would materially contribute to the comfort, appearance, and sanitation of the school and make it about the equal of any in Eastern Carolina.

CHAPTER XIV

Peter W. Bethea succeeded Mr. Kennedy and managed the school for two years, -1906-08. Mr. Bethea understood the principles of school government, but his methods of applying these principles at times proved objectionable. He knew what to do, but did not considerably put in execution the method of how to secure the most favorable and beneficial results. It is the fault or misfortune of some people to have a peculiar penchant for doing common things in such a repulsive, supercilious way as to provoke, nay, even solicit, antagonism. It is not the thing said or done that excites opposition, but the tone or manner of saying or doing it. Some very excellent and well meaning people are guilty of this mode of conduct, nay even quote a familiar Passage of Scripture with a well defined and accepted meaning in such a self-satisfied, self complacent way that one catches himself unawares, without thinking, contending for the opposite view of the subject. Mr. Bethea conducted himself in such a way to other members of the faculty as to incur their displeasure and, although the Trustees without solicitation, elected the whole corps for another year, yet every member below Superintendent resigned. The Trustees were highly pleased with the work of these teachers, considering them as among the best ever employed in the school.

In the Spring of 1907 a petition was circulated and numerous signed, requesting the submission of the question and advisability of establishing a High School to the qualified electors of this School District. The election was held, and the High School about unanimously authorized by popular vote, but owing to some differences of opinion in the interpretation of the law providing for High Schools, the State Board of Education declined to allow the High School at this place. Subsequent legislation corrected the ground of interpretation or misinterpretation by changing the provisions for the establishment of High

Schools, so the High School was finally allowed, and it was put in successful operation at the Fall of 1908.

Mr. Bethea's assistants for the second year were: Miss Daisy Pate, of Bishopville, Miss Louise Bryan, of Georgia, Miss Ada Phelps, of Camden, Miss Fannie Field, of Hickory, N. C., and Miss Grace Langston, of Conway. At the close of this session, Mr. Bethea declined re-election and Miss Phelps failed of re-election.

The Trustees elected John M. Mitchel of Greenville, as Superintendent and R. C. Hunter of Prosperity, as Principal of High School. Misses Pate, Bryan, Field and Langston were re-elected and Miss Margaret Murphy of Charleston took Miss Phelps' place. Miss Bryan taught till about the Christmas holidays, when she resigned and afterward married a prominent and promising young lawyer of Conway-Mr. B. W. Wait-and still makes her domicile in Conway. Miss Agnes Riggs of Orangeburg, was elected Miss Bryan's successor.

School progressed very favorably this year, few complaints were heard from patrons, or from other sources. The High School Feature was inaugurated at this session and paucity of teachers required the interchange of teachers among the classes and this adjustment produced some friction at first, but a clear understanding of the situation resulted in peace and satisfaction. Mr Mitchel was a young Baptist Minister and would at times exercise his gifts in that direction.

At the close of the scholastic year in May 1909, Mr. Mitchel declined re-election and R. C. Hunter was elected in his place and Miss Daisy Pate in Mr. Hunter's former place. The other teachers were: Miss Fannie Field, Miss Agnes Riggs, Miss Margaret Murphy, Miss Grace Langston and Miss Sue Martin. Mr. Hunter makes a very efficient Superintendent, managing the school to the satisfaction of all concerned. He is very careful and conscientious.

During this year the physicians of the town volunteered their services to deliver a course of lectures on the fundamentals of Anatomy, Physiology, Hygiene, Dietetics, etc., etc. There are four physicians and each one delivered one lecture a week. There being thirty-four weeks to the session, each one made about eight lectures. Some information was imparted.

Mr. Hunter was re-elected to the Superintendency for 1910-11 with the following corps of assistants: Mr. E. S. C. Baker, of Horry, Principal. Miss Agnes Riggs and Miss Fannie Field were re-elected. Miss Leethard Lewis of Ridgeway, Miss Lula Werts of Newberry, Miss Noormand Jackson of Dillon, And Miss ----Metz, of Denmark, S.C. Miss Daisy Pate declined to return on account of impaired health. Miss Pate was a diligent student, careful instructor, commanding the confidence and respect of the school and Trustees, but prudence determined a period of rest and recuperation.

Miss Gene McLeod of Bennettsville, controlled the Music Department one year under Mr. Wells. Miss McLeod was an excellent, attractive, little woman, performing her musical duties to the satisfaction of patrons. Cupid overcome her and she continues in Conway as the genial companionable wife of Hal L. Buck, and hopes to see the Burroughs School flourish.

Miss Louise Jones of Ridge Springs, followed Miss McLeod and managed the Music Department two years. Miss Jones was an excellent vocalist as well as an admirable and adept manipulator of musical instruments. She was active, energetic and progressive, well equipped for the duties undertaken.

Mrs. Reynolds was the next music teacher. She managed the instruction in music during Mr. Bethea's last year, declining to return. She was of commanding presence and a capable instructress. Miss Tocoa Burris conducted the Music Department for Mr. Mitchel and part of the time for Mr. Hunter. On account of the illness of her mother, she resigned before the session of 1910 closed and went home. She was quiet, unassuming and her tacturnity was broken by apparently unwilling monosyllables. Miss Bessie Brown of Muffersboro, N.C., has charge of the Music this scholastic year.

CHAPTER XV

Perhaps nothing contributes more to the eclat and prestige of a school than the commencement exercises properly managed and carried out. These show the degree of training received by the pupils and the capabilities of the teachers to do effective work in the school room. The training performed preparatory to these exercises develops the pupil's capacities and inspires confidence in appearing before an audience. This method of training brings the teacher into more intimate relations with the scholar and enables her to study more effectively the psychology of the child, therefore can more intelligently adapt instruction to the child's mental condition and aptitude. Such exercises at the close, and at times during the session of the school, are helpful and properly should be a part of the school curriculum.

Music, declamation, recitations, etc., have nearly always composed a part of the closing exercises of the school. but the question of having a baccalaureate sermon and literary address was introduced by Mr. Dysinger towards the close of his incumbency. The first instance I recall, the sermon was preached by Dr. W. T. Capers, then stationed in Georgetown, and the literary address was delivered by Hon. Walter Hazard, also of Georgetown, and for chasity of thought, purity of diction and excellence of delivery has rarely been surpassed. It will be impracticable to recall the sermons and addresses in rotation as they come and will attempt to enumerate only some of the more prominent and impressive. Excellent sermons have been preached by Rev. C. E. Robertson, Rufus Ford, R. T. Gillespie, D. M. Fulton and R. E. Stackhouse.

All these sermons were plain, practical and adapted to the occasion designed to impress the young mind with the absolute importance of avoiding the devil's trinity, but the most impressive, appropriate, aptly conceived and forcefully presented was delivered at the last commencement in May by Rev. R. E. Stackhouse in the Baptist church. That discourse would have reflected honor on the commencement at some of the higher educational centers.

The literary addresses have usually been of high order discussing themes that looked to the moral uplift and improvements of the novitates just entering upon larger fields of operation.

Geo. W. Brown was terse and apt; J. Monroe Johnson very practical and helpful; C. A. Woods elegantly conceived and finely delivered; Rev. J. A. Clifton factious, reminiscential and helpful; M. C. Woods, educative and informing; Dr. H. M. Dubose grand, sublime, ornate and beautiful; Prof. W. H. Hand discussed the advantages of High School training, eloquent and instructive. It was not my fortune to hear Prof. E. L. Hughes, but reports indicate he measured up to the requirements of the occasion. Prof. J. L. Mann made a fine address practically

illustrative of present economical and educational conditions and was thought provoking. Other addresses have been delivered, but I cannot recall who made them.

In the earlier years of the school, perhaps at the close of the session in 1886, M. Herndon Moore, Principal, J. F. McNeil of Florence, delivered a very useful and pertinent address, advocating the development of character in accordance with the principles of probity and purity.

Contrary to my better judgement, these sketches have been put up in pamphlet form and will be sent to friends of the school for correction, emendation and suggestion as to change of verbiage, the insertion of new material or the elimination of superfluous matter. The careful co-operation of friends of the school may enable us to prepare a pretty correct history of the school and may be interesting and instructive to coming generations.

RESUME

	Sept.	May
A. P. McCormick	1877	'79
A. B. Bethea	1879	'82
T. E. May	1882	'85
M. Herndon Moore	1885	'86
John M. Knight	1886	'88
J. H. Dysinger	1888	'91
A. B. Riley	1891	'92
A. J. Bradshaw	1892	'93
R. B. Clark	1893	'94
Zach McGhee	1894	'96
W. A. Dagnall	1896	'97
M. C. Woods	1897	'98
S. W. Carwile	1898	'00
R. C. Newton	1900	'01
W. H. Evans	1901	'02
B. J. Wells	1902	'04
J. B. Kennedy	1904	'06
P. W. Bethea	1906	'08
J. M. Mitchel	1908	'09
R. C. Hunter	1909	---

(The End)

EDUCATION IN HORRY COUNTY

by Catherine H. Lewis

(Without extensive research and using only those sources available to me in the county library and some personal interviews I drew together the following material for a lecture to be given as part of the Coastal Carolina course in Horry County history. It is in the hope that it will stimulate others to add to this rough framework that I have the temerity to offer it here.)

Nothing has come to light about the state of education in the area which is now Horry County before it became a political entity in 1801. The population was very scattered and all the amenities of life were primitive, but we may infer that there was some effort being made by private citizens to provide education for the children of the area. We know that in Georgetown the planters sent their children abroad or employed tutors for them. We also know that there were itinerant schoolmasters in South Carolina who moved from community to community offering the rudiments of reading and writing where they could find enough patronage to afford them some meager income.

In the minutes of the Horry County Board of Commissioners for June 4, 1908, appears the first documented evidence I have found of official interest in education. The commissioners were seeking to learn where schools were established in the county so that they could make arrangements to school twelve indigent children "adjacent to such schools." Teachers were called on to meet with the Commissioners in July to make contracts concerning this effort to provide for the poor. We may infer that the Commissioners knew that some private schools were being conducted, but that they were not available to all children in the county. These early schools probably depended either upon parents who had some learning to pass on to the children of the neighborhood or upon itinerant schoolmasters.

In 1811 South Carolina passed "An Act to Establish Free Schools Throughout the State" which entitled Horry County to two free schools (one for each representative in the General Assembly) where the children of the poor would be taught. I have found nothing to document where or if these were actually established.

In his research on the history of Georgetown County Dr. George C. Rogers, Jr. found reports of the Commissioners of Free Schools for Prince George Winyaw and All Saints Parishes in the South Carolina Archives. The one for 1830 names the following schools in All Saints Parish: Dogwood Neck, Bear Bluff, Honeyschook, Pigpen Bay and Saucustere i.e., Socastee Bridge. Inasmuch as All Saints Parish lay between the Waccamaw River and the ocean, these may have been located in Horry County.

These early reports reveal conflicting views of the effort to educate the children of the poor. Referring to one report by Robert Withers and a second by Thomas Savage, Dr. Rogers writes:

The two reports represent two views that were held by local persons on the value of free public education. Some thought the schools were good, for without them the children of the poor would receive no education at all. Others believed that the parents of the children were not sufficiently interested to make the experiment worthwhile. (The History of Georgetown County South Carolina. Columbia, S. C. University of South Carolina Press, 1970. Page 214.)

Robert Mills' Statistics of South Carolina (Charleston, S. C. ; Hurlbut and Lloyd, 1826) reported for Horry County:

From 10 to 15 private schools are established in various places; price of tuition from 10 to 20 dollars a year. There are 6 public or free schools, supported at the expense of the state, where the children of the poor are taught gratis. The report of the Commissioners states, that the last two years, the benefits of education have been afforded to 438 pupils, and the expense eight hundred and twenty-two dollars and twenty-five cents.

Some of these schools are located on the 1820 map of the county which was published in Mills' Atlas of the State of South Carolina. They are shown approximately on the map which accompanies this article. The location of the schools tended to shift and change with the needs and abilities of the communities to support them and with the availability of teachers.

One which did have a lasting history was located at Socastee. It may have been in existence before the turn of the nineteenth century and it was certainly in operation by the Winyah Indigo Society of Georgetown. Mrs. Julian B. Cooper has written about the history of this school and its successors to the present day. (See her "Socastee" in *Musings of a Hermit*....by Clarke A. Willcox, 2d ed., 1967.) This early school enjoyed a reputation as the finest in the area for many years.

The more affluent families employed tutors and governesses who lived in the household and some cases taught not only the children of the family, but those in the neighborhood as well. Two who married into local families and became prominent in their communities' affairs were Mary Brookman (Mrs. Thomas W. Beaty) and Sarah Delano (Mrs. J. E. Dusenbury). Both had been employed by the Bucks. Miss Delano is said to have been a cousin of Franklin Delano Roosevelt.

In Conwayboro small private efforts came and went until 1856 when the townspeople formed a committee to organize a school. Thomas W. Beaty, William H. Buck, John R. Beaty, Samuel Pope and Charles Malloy were given the responsibility for planning and establishing the first real community-wide school. The Methodist minister, the Rev. James Mahoney, was employed as the first teacher at a salary of \$800 for ten months. It opened in a building which had been used before as a school, but which was inadequate to meet the needs of 1857. The committee planned and built a new building on Fifth Avenue which was occupied sometime before 1866. At least one picture of the Academy has survived.

The story of education in Conway proper from this time to 1910 has been told in great detail by Dr. Evan Norton in a pamphlet reprinted in this issue of the Quarterly. He recounts the difficulties encountered in financing and managing this school and the efforts of prominent citizens and organizations to secure adequate schooling not only for children of the village, but also for some from outlying areas who would come into town to board and attend classes.

Conwayborough Academy (later called Burroughs school because of the personal interest and financial support given it by F. G. Burroughs) was a private school financed by tuition. The South Carolina Constitution of 1868 established school districts and compulsory attendance attendance from age six through eleven for six months a year, but the promises of the legislation were kept from fulfillment by lack of adequate funds and enforcement, and

in certain times and places by graft and incompetence. It was not until 1895 that a new Constitution permitted the levying of local taxes for school purposes and something approaching a public school system came into existence.

Conwayborough Academy moved sometime about 1877-1879 from Fifth Avenue into a new two-story structure at the corner of Main Street and Lakeside Drive, a site chosen, it is said, because of the location of the Peggy Ludlam Spring nearby. It remained in this place until a new brick building was erected at the corner of Main Street and Ninth Avenue and occupied in 1906. This building, still the core of the present Main Street Elementary School, was designed by a qualified architect and cost 15,000.00.

In addition to Dr. Evan Norton's history there are some other scattered sources which give descriptions of school

In addition to Dr. Evan Norton's history there are some scattered sources which give descriptions of school life and education in the latter half of the nineteenth century.

The first probably describes a period in the late 1850's and was written by Mrs. Ellen Cooper Johnson in her Memoirs (unpublished manuscript available in Horry County Memorial Library):

I remember the first May Party that I attended. It was held here on that lawn. Two long tables were placed in the yard and were loaded with food. All the children from all the schools in the county were invited. We all met at the old Academy, and our teacher, Prof. James Mahoney and the trustees led the parade. We marched from the Academy down Beaty Street.

Col. Beaty was one of the head men of the school, and had been quite sick and was not able to march with us, but wished to see us as we passed. He was put in a chair and carried by his two servants to the front where he could see us pass from his home. We were ordered to stop there and sing a pretty piece for him. He enjoyed this very much, and waved his hand and said a few words as we passed by. When the parade reached Beaty Square, the small children were in front with their pretty little baskets of flowers which were to be scattered on the ground before the throne. This throne stood under the oaks and was decorated with evergreens and flowers. In the middle of the throne hanging over the place where the queen and her maids stood, was a large wreath of flowers. When the children approached the throne, they scattered flowers for the queen and her maids to walk upon. Two Heralds repeated a beautiful poem of welcome to the Queen of May. I was one of the Maids of Honor, and was the Crown-bearer. I presented the crown to the crowner, Lottie Anderson, who spoke a few words, and placed the crown on the head of the Queen who was Fanny Mahoney. We all then sang "Hail, Queen of May." There then was music and speeches, then dinner. The children were served first. In the afternoon we had music and games on the lawn.

J. W. Ogilvie came to Conwayborough in 1881 to be editor of a newspaper. In 1909 he wrote a series of articles for the Horry Herald which described the county as he found it upon his arrival. In the issue for September 16, 1909, he wrote:

The educational interest was at its lowest ebb. The teachers were far below the average. I am referring to them as a whole, and were poorly paid. The school houses were for the most part nothing but the poorest apology for such. There was nothing inviting about none

of them, to the contrary they wore a dilapidated, forlorn and god forsaken appearance and no one would imagine from their looks that they were intended as important factors in training the mind and forming the characters of coming men and women of Horry yet from them have come minds and characters which were destined to occupy a conspicuous place in the destiny of the county and indelibly impress their individuality and their energy and their enterprise upon its future. The average length of the school term was, I think, about two weeks. Certainly not much longer, as the children were needed to work in the summer and could not endure the inclement weather of the winter months. Among the more intelligent and advanced teachers I recall the names of P.A. Parker, afterwards School Commissioner, a County Commissioner and a member of the House of Representatives; O. H. Lay, who also served a term or two as School Commissioner, and J. Edwin Prince. These educators together with their contemporaries, did effective service in mind training and character building and many there be who can trace their successes in after life back to the instructions of these pioneers of education.

Dr. James Norton wrote a good deal about education in the various notebooks in which he tried to organize research materials collected by his father, Dr. Evan Norton, his brother, J. Ovander "Van" Norton, a lawyer, and himself. In addition he wrote a number of essays. In one, "The Understanding Life," he described school life as he knew it in the 1880's:

In that little red school we had what is now so sadly lacking in our large educational institutions, that individualized human-to-human contact between teacher and pupil, not a teacher who has a class so large that he cannot even remember the names of his pupils, but one with a class so small that he can remember not only the names but the peculiar needs and failings of the individual student....

Then there was the "personal" atmosphere about our familiar playmates, we all knowing each other and understanding each other in our own style and system of play and recreation....

It was a small, one-room, plainly built cabin, sometimes log and sometimes lumber, no special ornamentation, with one or two small-paned windows on each side and a door or door and window in the ends. There were two rows of rough, home-made desks, about as hard and uncomfortable as possible as I myself remember them, one recitation bench in front behind which the teacher stood facing the pupils as well as the class then reciting, and one or two pretty good sized switches leaning in the corner just behind him. There was no wall blackboard then, for they came in just a little bit later down here, but we all had slates and slate pencils, no tablets or lead pencils, but we did our tasks on the slates and then moistening our fingers in our mouths, we wiped out the score.

There was not an excess of books, the one I remember best being that well-known and well-thumbed Webster's old Blue-back Speller, some primary readers and arithmetics, and our book wants were over for three or more years. The whole method of education was based entirely on the external stimulation of the memory.... There was the memorizing of the alphabet, the arithmetical tables, the dates of history, the days and months, and about every thing else that was or could be taught was laid upon this part of the brain

for its duty and obligation in life. There was no thought of activating this brain of ours to any other performance, it was thought that if the memory could be fully developed and brought into every-day use, why the rest of the brain, if there was any such, could and would take care of itself.

It can do no harm, and perhaps they may be a lesson in it, to contrast some of these days' exercises with those of the moment as a means of appreciating some of the great changes that have since taken place. First, there were no lunches in school, but school kept until dinner time, then we went home, got dinner, and returned for the afternoon period of hard benches and boredom for the young. There were no school playgrounds with instructor, but just a space around the schoolhouse for such open area games as home base, bull pen, one-eyed and two-eyed cat, tag, drop-the-handkerchief, leap frog, hide-and-seek, hail over, and such. Nor were there any cold drink or other stands close to the school to lure the presence of the students and their money, for as I have already said, we then had no money for them to attract, beginning some little recovery from real hard times, and there was just not one cent to throw at the birds or anything else, not a penny except what was vitally needed for the pure necessities of life. There were no frills or furbelows--oh, there might have been a hoop-skirt here and there--- in our style of living, let alone any in our system of education, just plain living and some mighty homespun thinking was the motto of those times.

Practically all of this old-time schooling was private--that is, the school was supported and the teacher paid by means of tuition fees paid by all of the patrons of the school, the county just not being in any condition on this same account to look after this special item of living out of public funds, which situation can be well understood by any one knowing pretty well the state of affairs in public weal in those days and times. But all that aside, despite poverty, it was the happiest, the really most enjoyable period of my lifetime, and I suppose this has something to do with my former contention that such a condition in this transient existence not only teaches the child a great many things that otherwise is never learnt, but also pays its dividends in later life in raising our own children in the right and proper way.

In his extensive essay Dr. Evan Norton gave his personal and often acerbic assessment of the teachers and principals who presided over the Conway schools. Of one Zach McGhee, who was principal from 1894 to 1896, he says, "Mr. McGhee is a close accurate observer and any conclusion he may reach....can be accepted as substantially truthful and reliable." This testimonial gives some credibility to the use of Zach McGhee's novel, *The Dark Corner* (Washington, D.C.: Grafton Press, 1908 as a picture of education in Horry County in the period of the last decade of the nineteenth century. It is generally believed by local people that it is based on his experience while here. The hero is a young man who came to teach in Hollisville Collegiate Military Institute at the county seat, but felt drawn to change to a rural school because of the great need he perceived. The following is a description of his chosen school at Washmore Swamp as he first saw it:

Seated in rows on crude, backless benches set irregularly in different parts of the room, were some fifteen or twenty sallow-faced, dull-eyed, lifeless-looking children, ranging in age from six to sixteen. The benches

were all of the same height, and made to seat the larger children, so that the smaller ones sat with their little scrawny legs, all clothed in dirty white stockings, suspended in air. The boys were clothed in suits of coarse, home-made jeans, the breeches of most of them patched at various points along the anatomy fore and aft. The girls each wore the usual coarse homespun one-piece dress; now and then there was a crude attempt at adornment with a bit of faded ribbon at the neck or a fancy-colored comb in the crudely dressed hair. Each child had a dog-eared book of some kind, or a greasy slate; not engaged with it in any way, as a general thing, just holding it in his hands or lap. Some few of them were idly making marks on their slates, others gnawing the corners of their already much-gnawed books, while still others were tearing up bits of paper and throwing them on the already much-littered floor. It was winter, so that there were no flies for them to catch. There was a listless, lifeless, stupid air about everything and everybody. The children all looked up blankly at the newcomers, and some of their languor left them, the least bit of curiosity coming into their faces as they saw the strange man with a white shirt and a collar, and a queer kind of stiff black hat.

Across the room, sitting near the stove with his feet cocked up, on a level with his eyes, against one of the logs of the wall, his chin resting against his shirt's soiled bosom, was a rather large and puffy sort of man, about thirty years old. He had a low forehead, small, black eyes beneath heavy black eyebrows, a head of shaggy black hair, and his clean-shaven face had not been shaven clean in about a month. He was the teacher. (pp. 123-124)

The office of county school commissioner or county superintendent of education came into existence with the 1868 Constitution. In Horry County that office was first held by Judge Joseph T. Walsh, who wrote in an autobiographical sketch, "I was elected the first School Commissioner of Horry under the new Public School system, inaugurated in 1870, and held the position for four years, doing all I could for both races with the small fund at my disposal." The role of the county superintendent during this period was limited, if not ineffective. The Horry Herald for January 25, 1903, contains the following notice: "E. Van Best, the new superintendent of education, who has just taken charge of the office, states that until further notice, he will be in the office for the transaction of business, only on Saturday of each week." In *The Dark Corner* the hero describes the superintendent he encountered in this way:

The stooped-shouldered man had red bushy hair, and red bushier whiskers, full of what on horses' manes the negroes call "witch stirrups," hairs knit together, or in this case pasted together, by dried tobacco juice, which was being constantly replenished from the oozing fountain at the corners of his distinguished mouth. This was the county superintendent of education. He could read with difficulty; and he could write, with greater difficulty--greater still to the man who had to read it. Cook was his name, Matt Cook; and his chief qualification for the office of county Superintendent of Education was that he had one arm shot off in the war. Any man who had had two arms shot off in the war could have beat Matt Cook for the office. (p. 158)

The result of poverty, neglect, lack of direction and unqualified administration was illiteracy. In an editorial in the Horry Herald of January 2, 1902, J. A. Sherwood addressed himself to the problem.

The census of 1900 discloses a situation that ought to interest every man in Horry County. The percentage of illiteracy is greater in this county than in any other county in the state. Out of a total white male population of voting age, of 3537 there are 751 who cannot read and write. About one-fifth or a little over are illiterate. This is a reflection on our county. We have no one to blame for this situation but ourselves. Apart from the refining and elevating influences of education the practical duties of citizenship demand at least a rudimentary education. In recent years our school fund has been largely increased; and the schools have multiplied, but there are hundreds of children both boys and girls that never attend school. It is a serious condition and parents owe it to their children not only but to the community and the State to send their children to school even though it may require a sacrifice on their part to do so.

The day has passed when a man can get along without education.....the development of the mind is important to a proper direction of muscular energy. Men and women should be able to think as well as act. Better far that a parent should develop the mind of his boys and girls, and thus give them brain power, than to bend his energies to give them "a start in life" financially.

If we would see our county develop and improve we must pay more attention to the intellectual training of the children. Education and progress go hand in hand, there can be no real, substantial progress without education.

It would still be some decades before excellence would be achieved countywide. School districts were laid out in Horry County in 1898 as required by the 1895 Constitution. Schools were supposed to be established in each district and probably were, but in the rural areas locations continued to be somewhat shifting and the district lines were not always observed. As late as 1946 a survey from George Peabody College for Teachers complained:

The survey staff could not find a map showing these eighty-five school districts in Horry County. Questions of district boundary lines usually are settled by verbal agreement between the schools involved. However, each district has a definite boundary line. A map should be made from the plat records in the courthouse, and should be checked against the assessment records of the county. Copies of these maps should be a matter of record in each local district, in the office of the County Superintendent, and in the State Department of Education. Many teachers and superintendents (and probably trustees) are unable to outline their district on a county map. (Horry County Schools, A Survey Relort. Nashville, Tenn.: George Peabody College for Teachers, 1946. Page 12)

Each local school remained under the control of its own board of trustees. According to the Peabody report there was some 275 of them serving the eighty-five school districts. They hired and fired teachers, determined the amount of money available, the length of term, and even the texts to be used. In the rural schools especially (more so in the Negro schools) the terms were short and very few students made it to high school. Entrance to high school depended upon the students passing an examination at the end of the seventh year.

It was not until 1917 that Burroughs School, always a leader, included the eleventh grade. Other high schools followed its example after World War 1.

In 1928 in an effort to give better secondary level edu-

cation the county was formed into seven high school districts. A later one was formed for Myrtle Beach, which graduated its first class in 1930.

In January, 1946, The Horry County Board of Education requested a thorough and unbiased report on the conditions and needs of the county school system from the George Peabody School for Teachers. This highly critical survey claimed that the schools of the county were seventy-five years behind the times, handicapped by the manner in which they were governed, financed and managed. Blame was impartially laid on the political leadership, the educational establishment, the local trustees and patrons. The survey was especially critical of the control exercised by local patrons to keep the small, inefficient schools in operation and recommended sweeping consolidation of these into larger units through the use of buses.

In 1951 all the grammar school districts were assigned to high school districts as feeder schools. In 1952 the legislation for Horry County schools was entirely rewritten and that act, as amended in 1958, is still the basic law under which the public school system of the county is operated.

Educational opportunities for Horry County's black citizens lagged far behind those for white until the unified county school system was finally achieved in 1970. Before the Civil War instruction was almost nonexistent, but there were some individuals who did learn the rudiments of reading and writing. In a very interesting book by an English clergyman who visited Conwayborough during the early years of the Civil War there is reprinted a letter from a slave overseer in Winnsboro to his mistress in Conwayborough which demonstrated considerable command of writing skills. (Rev. William Wyndham Malet. An Errand to the South in the Summer of 1862. London: Richard Bentley, 1863. Pages 265-266)

Clearly, however, there were very few who enjoyed such opportunities. After the passage of the Constitution of 1868 which provided for schools of both races, some continuing, though feeble efforts were made. Little or nothing is known about the early schools. That there was a Whittemore Academy before 1877 is known, because at the time the Academy on Fifth Street was abandoned by the whites the building was given over to the Negroes for their use.

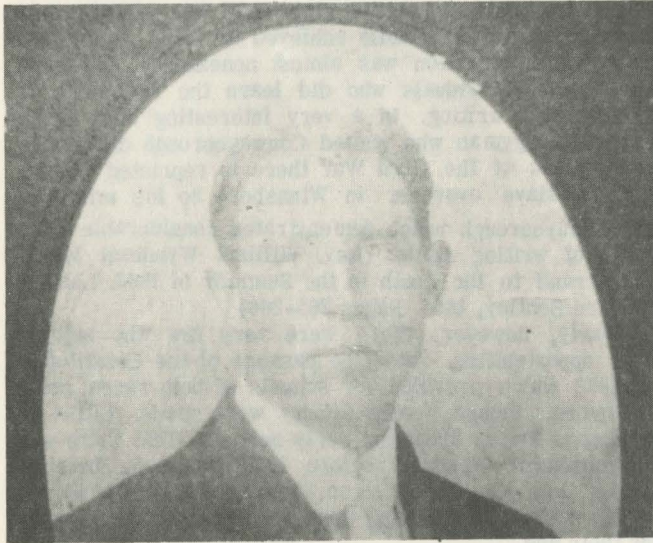
Mrs. Etrulia P. Dozier, librarian of Conway Junior High School (formerly Whittemore High School) has tried to trace the history of Whittemore. After the days in the Academy there was at least one other building on Race Path used before the construction of the campus on Highway 378. Mrs. Dozier has been able to discover the names of a number of the principals and teachers especially from the period after the beginning of the twentieth century.

The Anna T. Jeanes Fund (founded 1908) sponsored a program to improve the quality of instruction in rural Negro Schools by providing a traveling teacher to assist the schools and upgrade the teaching staffs. As far as is known, Mrs. Nellie Burke Levister was the first Jeanes teacher assigned to Horry County schools.

The Julius Rosenwald Fund (established in 1913) provided grants for constructing schools for Negroes. At least one Horry County School (St. James, now closed) was built with money from this source. In the years immediately preceding the 1954 Supreme Court decision in Brown v. Board of Education there was a flurry of school building here as elsewhere in the South, resulting in most Negro schools being replaced by up-to-date facilities.



Nellie Levister



S. C. Morris



E. O. Watson

County Field Day About 1915
Teachers and Pupils

Mrs. Nellie Adelaide Burke Levister

Mrs. Nellie Adelaide Burke Levister, daughter of the late Elihue and Mrs. Fannie Chavis Burke, was born in Elizabeth City, North Carolina. Receiving her early education in the public schools of Elizabeth City, she pursued her college training at Hampton Institute in Virginia, graduating with high honors. She began her teaching career as home economics instructor in the state school for the deaf, dumb and blind in Raleigh, N.C.

Mrs. Levister was the wife of the late Rev. Baldwin F. Levister. Moving to Conway with her husband, a former pastor of Bethel A.M.E. Church, she continued to work in her chosen profession. She taught in the public schools of Conway for several years, later became Jeanes teacher of Horry County. She served in this position for more than thirty-five years, retiring from professional work in 1958. She died April 15, 1968.

(Adapted from her obituary)

A state sales tax was passed in 1952, the revenue of which were used by the State Department of Education to finance school transportation. This enabled the state to press local school districts for further consolidation.

A major change in the public school system occurred in 1958. Before that date the office of county superintendent was elective and the County Board of Education was composed of him, three appointees of the County Legislative Delegation and one elected representative of the County Teacher's Association. Under the new legislation the members of the County Board are elected by the voters and they in turn appoint the county superintendent. The local boards of trustees are now advisory only. They may be elected by local communities if the voters petition the Board for an election, but now in actual practice they are all appointed by the County Board. Their limited role is specifically set forth in the law.

Since World War II Horry County has devoted the greatest part of its resources to education at all levels. Beginning in 1944 the groundwork was laid for a countywide public library system which opened its headquarters building in Conway in 1949. In 1954 Coastal Education Foundation, Inc., a group of public spirited private individuals, was formed to establish and support Coastal Carolina Junior College. This institution has evolved into the Coastal Carolina Campus of the University of South Carolina and seems slated to provide eventually four full years of post-high school education. From 1958 through 1960 Eastern Carolina Junior College operated in the Whittemore High School building during the evening hours. This first effort to provide higher education for Negroes in Horry County failed for lack of funds. In 1964 the Technical Education Commission was established to guide the development of a Technical Education Center under the statewide program to provide vocational educational opportunities beyond the high school level. The local TEC began operation in 1966.

During the 1960's the County Board of Education moved slowly toward the inevitable and finally in 1970 the black and white schools were thoroughly integrated into a single system. In the process a number of Negro schools were closed and all which bore the names of Negroes (Levister and Chestnut, for example) or had some special identity with Negroes (as Whittemore) were renamed. Some of the closed schools are being reopened or are being used for special educational purposes. Some of these buildings are being used by other public agencies, but in at least one case a manufacturing plant occupies the former school at Popular.

Other special schools may be mentioned briefly. Approximately between the years 1910 and 1920 Horry Industrial School served many students in the western portion of the county. First established at Horry, it was moved in 1919 to Aynor and eventually became Aynor High School. During at least part of its life it was affiliated with the Methodist Conference. The Baptist Association established Pee Dee Academy at Duford sometime prior to 1921. Classes were first held at Wannamaker Baptist Church and later it had its own brick building.

The focus of public attention has been on the schools in the last decade in an unprecedented way. The ferment and change which has characterized the national scene has been felt at the local level and there is no more common topic of conversation, both serious and casual, among decision makers as well as people in the community. Horry County shows as never before a determination that educational opportunities shall be provided for the people of the area, both children and adults.

This article is copied from a scrapbook I borrowed from Mrs. J. D. Thomas, Sr. The newspaper referred to is probably the Horry County News. Nothing about the "former Loris teacher" is known. My guess is that the time span covered by the article is roughly 1890-1940.

C. Lewis

LORIS SCHOOLS HISTORY REVIEWED

Interesting Story of Growth and Development Told by Former Loris Teacher

A very interesting history of the growth of Loris public schools has been given the News this week. According to our narrator going to school fifty years ago was more of a trial than a pleasure. This story tells of the increase in students and the expansion of the educational facilities as the town grew. Starting with a one-room building the historian writes of the school system through the 50 years, bringing it up to date. Loris schools are highly recommended as a means of procuring a good education for the children and also as a matrimonial bureau for teachers. Read the story in the teller's own words:

"Fifty years ago the Loris school was a little one-room house about 16 x 24 feet, situated near where Mr. N. M. Roger's home now stands. The seats were long benches on each side of the room. The pupils would sit humped over on these benches as there were no desks upon which they could lean.

"This was a one-teacher school with only 15 or 20 pupils, but as the number of pupils increased, more benches were added until the little school house became crowded and a larger building was needed. It seems there was no money to buy land or to build with so the trustees decided to omit school for one year and use the money saved in that way to build a larger school. This they did, their plan meeting with the approval of some of the patrons and the condemnation of others. Many claimed the trustees were robbing the children of an education.

"There still was not a great deal of money, but by having the ground donated and doing most of the work themselves, the trustees were able to build a new building. However, it was another one room affair but somewhat larger than the previous school. With the new building it was found that the number of children had increased to the extent that one teacher could not manage them. By the simple expedient of hanging a curtain across the width of the room, two rooms were made and a second teacher employed.

"That arrangement was used for a number of years. Then necessity demanded a larger house with more rooms and an auditorium. So the school building was sold. It was purchased by the late M. M. Stanley who in turn sold it to the colored people for a church. If anyone wants to see this old building just go look at the colored M.E. church. The trustees then bought a lot and erected a four room school building with an auditorium on the second floor and more teachers were employed.

"Later on Prof. J. I. Robinson was elected principal and the school was graded. Athletics were also taught and Loris had one of the best basketball teams in the state. That team was never defeated. Prof. Robinson stayed until the World War. He resigned his school and enlisted in the service of his country. Loris schools were without a man as principal for about two years and the trustees had to again close the schools for a while.

"During the last year of the term of the late M. J.

Bullock in the office of county superintendent of schools he succeeded in getting the Loris high school on the accredited list. Prior to that there were only 10 grades of school here.

"In 1921 Mr. and Mrs. M. J. Bullock were elected superintendent and principal of the Loris schools. With their ever efficient and untiring efforts they soon made it possible for Loris to vote bonds for erecting a large brick school building. This move was violently opposed by some of the trustees and citizens but the objections were overcome and the Loris high school was built. (This is the present grammar school.) This handsome brick building, which one citizen said "would never be filled in 20 years" was occupied for the first time in January, 1923. It was during a freezing spell and as the carpenters would finish a room a class would move in. The first room occupied was the first grade taught by Mrs. Bullock.

"From this time there was a steady growth in the enrollment and the number of teachers was increased. Too were the number of students from outlying districts who came and furnished their own transportation. This was the beginning of the school bus system for Loris and began in about 1925. With the large increase in students and teachers it was soon found that, contrary to expectations the new building was too small. In 1931 the present high school building was completed and added to the school system, leaving the older brick building entirely devoted to grammar school. The new building is the property of high school district No. 2, a section of rich farming land about equal in size to Dillon County.

"In order to fit the boys and girls of this section to live fuller lives courses in home economics and agriculture were introduced in the school about 1924. Later a commercial course was added. We might say that the first pupils to graduate with the state high school diplomas were Joe Graham and Milton Hughes, in the year 1923. The Loris pupils have always competed in intellectual and athletic events with other schools, more often than not, winning first place.

"In 1936, with the aid of the federal government, the new gymnasium, dedicated to the honor of M. J. Bullock was erected. It is one of the finest of its kind in the state and a credit to a town the size of Loris. This building is a source of pleasure and benefit.

"Today Loris high school sends out many graduates and the fact that they stand high in the colleges of the state, leads us to believe that our schools are second to none. We also believe that if any young man or woman wishes to marry, let them come to teach in Loris. About 20 from this school have met this fate."

HORRY INDUSTRIAL SCHOOL

by

Flossie Sarvis (Mrs. S.C.) Morris

In the year 1912 Dr. E. Olin Watson left the pastorate of Washington Street Church in Columbia to head this new institution. Dr. Watson, having served the eastern counties of the state as Presiding Elder of the Marion District, was so impressed with the great need for educational work that he gave several years to the development of this institution.

The idea of an independent high school with industrial courses where boys and girls could work out their expenses met an instant response. A substantial beginning was made. The foundation was laid for an administration building, a large farm was operated and the prospects

were bright. Then financial difficulties arose and with no church or other help supporting it the project could not be carried out.

The plant was then tendered to the Methodist Conference to be run on the lines as originally planned and was accepted. In 1916 the Conference appointed Rev. S. C. Morris, one of its members, as President. During the six years following the school enjoyed substantial growth. A \$50,000 administration building was put up on a new site in Aynor, S.C.

Rev. Morris tried to get the trustees to begin planning to turn the school into a junior college, but they did not see any way of doing this. Consequently he resigned and went back into the pastorate of the S. C. Conference.

Succeeding Rev. Morris as presidents of the school were Rev. J. D. Brown of Hemingway and Rev. A. C. Aston of Latta. No story of the Horry Industrial school should be told without mention of Col. R. B. Scarborough and Hon. W. P. Lewis, trustees, who gave unstintingly of their time and means to make it what it was. There were others who gave their time, money and influence for the good of the school, but I do not know the names of all of them.

Eastern Carolina Junior College

(The short existence of Higher Education for the Negro in Horry County)

by - Etrulia P. Dozier, Nov. 6, 1972.

In order to ascertain the culture of the Negro in Horry County one must delve deep into the records of the happenings around the school. Much of the educational and religious life of the Negro in Conway and Horry County has revolved around the school. One school in particular, the former Whittemore High School, which is currently the Conway Junior High School has been the pride and joy of the Negro community; even though, it has had its share of controversies. It has been the most talked about school pro and con in many instances, and yet; whenever some event was to be sponsored, no other place has more readily opened its doors. The Negro has gathered on the premises for banquets, quartet singings and political affairs. The Whittemore High School motto could well have been for the Negro community, "At your service; our doors stand ajar," for it has certainly served the needs of the Negro. The Negro has always felt at home at Whittemore.

On October 16, 1958 Whittemore, once again, sought to rescue the Negro from the shackles of ignorance as its doors flung open to house the first institution of higher learning for Negroes in Horry County, the Eastern Carolina Junior College.

Eastern Carolina Junior College was under the control of Allen University, a senior college which is located in Columbia, South Carolina. The visionary who founded the Eastern Carolina Junior College was Ernest A. Finney, who was serving as supervising principal of the Whittemore High School. At the time the school was opened, Dr. T. R. Veal was the President of Allen University, Bishop I. Bonner was Chancellor and Dr. H. E. Charlton was Co-ordinator. The local officials of the junior college were: Dr. Ernest A. Finney, Director-Dean-Registrar, Edward M. Henry, Business Manager-Treasurer and William P. Johnson, Chairman of the Board of Directors. Other members of the Board of Directors were: Dr. Peter C. Kelly, Charlie Jones, George C. Cooper, Louis P. Gould, Mrs. Nellie B. Levister, J. T. Chestnut, J. P. Bellamy and Edward M. Henry.

The faculty members were: Corrine Sizer, Secretary, Robert Johnson, Bernice M. Johnson, Belton James, Gibb A. Dozier, Etrulia P. Dozier, Librarian, Paul Morgan, a student served as janitor.

During the 1959-60 term the following faculty members were added: William C. Evans, Ernest A. Finney, Jr., Mrs. Peggy Williams Finney, Secretary, Mrs. Mary Agnus Morgan, Mrs. Cecile Bellamy, William C. Richardson, George L. Williams, Jr., Covel C. Moore, Gilbert B. Ellerbe, Miss Lula F. Floyd, Ralph V. Fore and Henry W. Ragin. On January 14, 1959, Allen University received a check for \$300.00 for services and processing the records of the students of the Eastern Carolina Junior College.

In 1960 Morris College became the Parent Institution of Eastern Carolina Junior College because Allen could no longer remain an accredited institution if it continued to serve as parent to the junior college, since it would require growth and development before the junior college could attain the standards required for an institution of higher learning.

Many of the pioneer students who attended the Eastern Carolina Junior College are doing so well in their endeavors throughout the United States. Among these students are: Alfreda Young, Barbara Buck, Patrick Kelly, Kolton Ballen, Paul Morgan, Sarah Margaret Blain Jones, Laura Blaine Spain, Azalee Parmly Johnson, Ruthena Duncan, Peggy Alston and Peggy Mishoe.

The Eastern Carolina Junior College was officially closed August 6, 1964 because of lack of funds.

On September 22, 1964 Morris College was paid by check \$100.00 for processing student records of Eastern Carolina Junior College.

The Eastern Carolina Junior College opened the educational doors for a number of black boys and girls in Horry County. Today, Coastal Carolina Junior College is available to all boys and girls.

The sources of this information was the correspondence and check stubs that were very accurately kept by the Eastern Carolina Junior College Business Manager-Treasurer, Edward M. Henry.

HISTORY OF WACCAMAW DAY SCHOOL

In January, 1970 twelve men met for the purpose of discussing the possible need for a private school in Conway. The group felt that the school would be founded for the express purpose of offering a better education to all students and with a nondiscriminatory admission policy.

The first Board of Trustees were James C. Hughes, Charles W. Johnson, Lacy K. Hucks, Robert V. Tanner, Henry L. Sanderson, L. B. Courtney, John E. Coles, and later George C. Sugg, John H. Foxworth and Anthony Atkins.

The first duty of the newly formed board was to locate a suitable building for the school. The Sam Schild house on the corner of Elm Street and 9th Avenue was obtained for the school.

Col. Francis Gregory (U.S.A.-Ret.) was the first Headmaster of the Waccamaw Day School.

On August 5, 1970 the first PTO meeting was held at the Horry Electric Coop. Mrs. Cecil Grainger was elected President of this organization.

The month of August 1970 will long be remembered by all patrons, as a month of activity. Blackboards; signs; paint; carpet; desks refinished and installed; books ordered; yard graded; curtains made; and a last frantic cleanup in general was done. The work was done by the parents

for the most part and also some help from interested persons. Labor Day 1970 will not be forgotten by parents who were working at the school that day. Waccamaw Day School became a reality on September 6, 1970.

The first school staff was Francis G. Gregory, Jr., Sue I. Merrell, Mary L. Trapp, Ellen E. Gregory, Deborah A. Vrooman, Thomas F. Osborne, Annette H. Coles, Caroline Summerville and Frances McKnight.

On April 2, 1973 the Waccamaw Day School moved into the new building just off Highway 501. The building has 12 classrooms, library, cafetorium, two offices, and teacher's lounge.

A HISTORY OF COASTAL ACADEMY

May 2, 1973

Coastal Academy is a private, non-sectarian, non-profit college preparatory school for grades 1-12. It is located on ten acres of land on 65th Avenue North in Myrtle Beach, S. C. The school was founded on December 5, 1969, by a group of civic-minded individuals who saw an unfulfilled need in the community for a school which would provide an environment and a program of instruction commensurate with the needs of able students. These gentlemen became the founding board of directors of the school and are J. Bryan Floyd, Dr. N. F. Nixon, Gene C. Wilkes, C. Donald Cameron, John C. Thorne, F. C. Gore, Howell V. Bellamy, Jr., Laurence P. LaBruce, Dr. H. Eugene Butler, L. N. Clark, Leonard Humphries, John H. Holcombe, Jr., W. Cecil Brandon, Edwin C. Martin, and Jimmy Benton.

From the beginning the academy's primary objective has been to be an academic preparatory school for those who are serious about their desire for an education. Mr. F. Carroll Taylor, the headmaster of Coastal Academy, who undertook the task of initiating the school's opening, strived to fulfill the academy's philosophy to provide quality education through more individualized instruction and superior, dedicated teachers.

Coastal Academy began its first academic year in 1970 with 147 students in grades 1-9 and a staff of ten teachers. Mrs. Helen DeLoache was the schools secretary. The original faculty was composed of Mr. Sammie Bowers, Mrs. Martha Burr, Mrs. Allison Butler, Mrs. Lorraine Jeffcoat, Mrs. Joyce Moser, Miss Judy Rankin, Miss Margaret Regan, Mrs. Helyn Robinson, Mrs. Ann Throop Taylor, and Mrs. Mary West.

The 1971-72 school year saw an increase in student enrollment to 235 and the addition of the tenth grade. The faculty grew to 13 members and the academy was accredited by the South Carolina Independent School Association.

Because of its ever-increasing student enrollment, the academy felt the need for expansion at the conclusion of its second year of operation. Hence, the Next Step Forward Fund was launched to raise necessary finances to build four new classrooms, a library, and a gymnasium. \$250,000 was raised and the additions were completed for the 1972-73 academic year.

The new sports facility was named after Mr. Casper Benton in appreciation of his generous donation. Benton Gymnasium is used not only for sports activities, but also for various programs of cultural interest and for student assemblies.

The library, designed as a retreat for study and reading, provides the most up-to-date equipment and reference

materials. Individual study carrels encourage meaningful use of time. The Addison S. Miles family is commemorated by a plaque in appreciation for helping to make the 3,000 book library a reality.

Coastal's third year of operation began with 260 students and a teaching staff of 17. With the school now firmly established, with each existing grade completely filled, and with a waiting list for many sections, the academy has survived its growing pains. Benton Gymnasium has meant a great deal to the student body and helped make it possible for the boys' basketball team to win the academy's first state championship in Class A competition.

The school's first graduating class will receive diplomas in 1974, and all of this first class plan to attend college. The school has strived to fulfill its aim for college preparation through academic excellence.

ST. ANDREWS SCHOOL

St. Andrews School was begun in 1956. It began with kindergarten and first grade. In succeeding years additional grades were added until the school comprised the full eight grades (Kindergarten was dropped meanwhile for lack of space).

The school is supported by tuition and the freewill offerings of St. Andrew's Parish.

The annual enrollment is approximately two hundred (200) students.

TECHNICAL EDUCATION

By G. W. (Bill) Dudley, Jr.

The Horry Georgetown Technical Education Center is the only school of this nature in the immediate area. A Technical Education Center is designed to meet the local needs of the citizens, the businesses, existing industries and new industries that may locate in our immediate area. It is a post-high school and adult training facility offering both degrees as well as non-credit work. This degree work is transferable to some four-year colleges and universities. However, most of the programs designed for Technical Education Centers are of a terminal nature and are designed principally toward helping the individual seek immediate employment.

The Center is housed in an 80,000 square foot physical plant which is comprised of three buildings, one being academic and administrative areas which are completely air conditioned and two shop areas. Current Associate Degree programs consist of two-year courses in Ag-Forestry Technology, Park Operations Technology, Fine Turf Supervision, Civil Engineering Technology, Hotel-Motel-Restaurant Management, Business Administration Technology and Secretarial Science. There are also two-year Diploma courses, Radio/T.V. Electronics and Automotive Mechanics. There are one year courses in Industrial Drafting, General Business Administration, Basic Technical Secretary, Clerical and Retailing, Air Conditioning, Refrigeration and Heating, Industrial Electricity, Machine Shop and Welding. Also offered is a nine-month course in Data Processing Machine Operator.

In the Evening area, programs again are designed to meet local needs. These classes change and fluctuate according to needs. At present, some 50 to 60 courses are offered at night at the Center or in the field to help upgrade the people of the area.

Since the primary function of any Technical Education Center is to serve industry, all courses are tailored to

help the industrial growth in the area. Besides the facilities, equipment and aid that local Centers can give to either existing or new industries, through the Special Schools Division in the State Office, any kind of specialized training is offered in conjunction with the TEC Center. These programs are designed to give any expanding industry or new industry locating in the area a ready-made labor force available to them once they begin their operation.

The original and former Board Members of the Horry-Georgetown Commission for Technical Education are as follows: Phillip Gray, Chairman; Miss Georgia Ellis, Malcolm Fowler, Henry McNeil, Jim Brown, Curtiss Suggs, Harvey Bryant, Dick Lewis, Harold Boger, John Dawsey, John Holt and G. C. Butler.

The current Board Members of the Horry-Georgetown Commission for Technical Education are as follows: C. E. Rhodes, Chairman; Frank Thompson, Jim Creel, Tom Davis, J. O. Baldwin, Jr., Travis Faulk, Leon Floyd and Dwight Byrd.

The first and present Director of the Horry-Georgetown Technical Education Center is George Wm. Dudley, Jr.

In 1972, the Horry-Georgetown Technical Education Center was fully accredited by the Southern Association of Schools and Colleges.

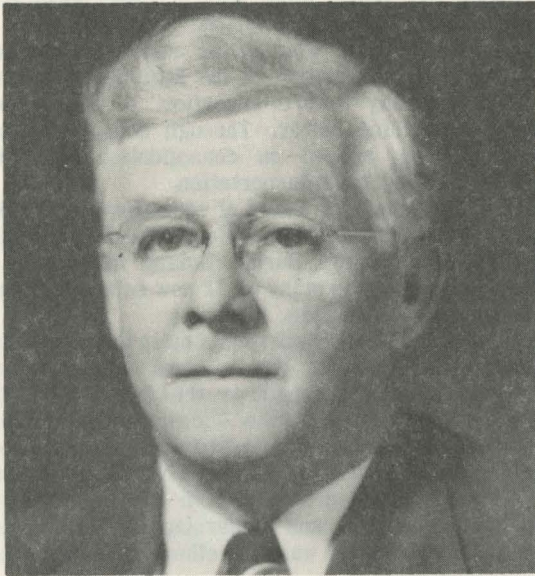
USC COASTAL CAROLINA

In April 1954 concerned citizens of Horry County met to consider ways to offer opportunities for citizens of Horry County to have access to higher education. In two months this group had organized Coastal Education Foundation, Inc. to act as agent and governing body. They presented their case to the College of Charleston for professional guidance during the formative stages and opened its doors to 53 students using the class rooms of Conway High School in the afternoons and evenings. The college operated this way until 1958 when the Conway Higher Education Commission was created by legislative act and assumed the responsibility for operation of the college as an independent institution. The University of South Carolina began supervision of the academic program in 1960.

The Foundation purchased 40 acres, and the Burroughs Timber Company and International Paper Company donated adjacent tracts providing a total of 185 acres just off Highway 501 between Conway and Myrtle Beach.

The Foundation campaigned to raise \$300,000.00. This amount was over subscribed by the people and the first building was constructed. By the opening of the school year 1963-64 the college had moved into its own building.

Phenomenal local support, interest and dedication have made the dream of low cost quality education a reality for families of coastal South Carolina. The enrollment for the fall term 1972 was 1118 students.



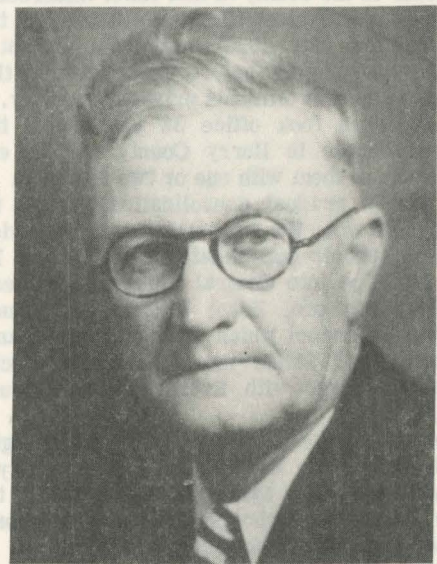
E. C. Allen



Thurman Anderson



Solomon H. Brown



W. L. Richardson

HORRY COUNTY SUPERINTENDENTS OF EDUCATION 1900 - 1973

D. D. Harrelson
W. L. Richardson
Van Best
W. A. Prince
S. H. Brown
M. J. Bullock
E. C. Allen
J. G. Lewis
T. W. Anderson

1899-1900
1901-1902
1903-1904
1905-1908
1909-1916
1917-1920
1921-March 1927
March 1927-July 1, 1941
July 1, 1941-July 1, 1973

(Other Pictures Not Available)

THURMAN W. ANDERSON, SUPERINTENDENT IN HORRY FOR 32 YEARS

Thurman W. Anderson, Superintendent of Horry County Schools since 1941, will retire effective July 1, 1973. He has held office longer than any other superintendent now serving in the state and holds Horry's record for length of service in a county office.

The son of the late Charles A. Anderson and Ina Hardee Anderson, he grew up a farmer's son in the Poplar Community and attended Baxter Elementary School. When he left the two-teacher school for Burroughs High School, his father was required to pay a tuition. Since there was no bus transportation at that time, Anderson and his three brothers and one sister drove the family's Model T to school. The future superintendent was salutatorian of the graduating class of 1927.

Anderson has been in education in Horry County for over 39 years. First a teacher and then teaching principal, he served in Good Hope, Hickory Hill, Horry, Baptist Rehobeth, and Methodist Rehobeth schools before he became superintendent.

At Hickory Hill, a two-teacher school, he was principal and taught grades four through seven. When he moved to Horry School it was one of the largest elementary schools in the county at that time. Anderson explained that although rural electrification did not light the country school until the late 1930's while he was at Rehobeth, Horry did have lights before then because the school was tied in to a local citizen's private generator.

When Anderson took office 32 years ago, there were eight high schools in Horry County and 123 elementary schools, many of them with one or two teachers.

There was a gradual consolidation through the 1940's and after 1952 when the movement began statewide. Among the earliest schools consolidated were Grassy Bay, Norton, and Carolina into Central which was located up above Green Sea; Bayboro, Zoan, Hickory Hill, and Bethany into Midway, a school which later burned; Savannah Bluff, Tilly Swamp, and Salem into Waccamaw which is still in operation; Virgo with Evergreen; and Brunson with Rehobeth.

By the school year 1956-57, the eight high schools remained, but there were only 36 elementary schools. Currently, the county has eight high schools, two junior highs, 25 elementary schools, one area vocational center and another under construction.

Other than the consolidation of small rural schools scattered throughout the county into larger, better equipped facilities, Superintendent Anderson has initiated and supervised many other changes in the school system since 1941. Before school opened that year, he had set up the first uniform textbook policy in the county. Prior to that time, individual schools selected and purchased their own books from stores in Conway and Aynor. Under the new policy, one committee made uniform choices for the entire county.

Before he took office, teachers in the county could not get college credit locally. Anderson recognized this need, and in 1942 the University of South Carolina had its first field course here and has continued to offer coursework since that time. The superintendent was instrumental in the establishment of a college for the county, now Coastal Carolina, and has had as one of his main goals the improvement of the instructional program in Horry County for the benefit of the students.

In the early 1940's, some schools still lacked electrical services and many did not have indoor toilets. These were

added through the years, along with a school lunch program and extensive bus transportation.

Anderson has said that even in the early years he held office, he became appreciative of the attitude of the people in Horry County toward education. It was evident they wanted something better. Through cooperation and understanding, they agreed on consolidation and voted on money for building and transportation.

In the 1950's, there was a kind of educational revolution going on in South Carolina and Horry County, initiated primarily by Gov. Jimmy Burns. During that period in the county, there were as many as 12 new school buildings under construction at one time.

Between 1965 and 1970, Anderson's main thrust and that of the local school system was to work out a plan for a unitary school system to begin in the fall of 1970. The superintendent has said that the acceptance of the new system when initiated was very gratifying. From the beginning, he said, he tried to help both races see the importance of cooperation and understanding in working toward the change which was something that was going to be.

Superintendent Anderson said his decision to retire was a result of wanting to be healthy enough to do the things he had always wanted to do. He plans to spend many hours at Lazy Acres, his farm located three miles from Conway, where he wants to raise horses and enjoy the fish ponds there.

Anderson and his wife Ruth, a teacher at Homewood Elementary School, have three children. Thurman Jr., a graduate of Wofford College and Duke Divinity School, is now a minister in Summerville, S. C. Richard graduated from Wofford also and teaches at Irmo Middle School. He is working on his Master's degree in school administration at the University of South Carolina. Daughter Margaret (Ellison) earned her degree in elementary education at Columbia College and teaches at Pine Ridge Elementary in Lexington District II. She too plans to work on her Master's degree at USC. The Andersons have three grandchildren.

Superintendent Anderson, who has his M. Ed. degree from USC, has been a member of the Conway Lions Club since 1942 and is active in the First United Methodist Church. He has held numerous offices in the church and is presently church lay leader, a member of the Administrative Board, and holds conference and district offices.

At the announcement of his retirement in March of this year, Anderson said that he attributes any success he has had through the years to all educational personnel in the county - the Board of Education, the county staff, the administrators, the teachers - and to his wife and family.

PRESENT SCHOOL SET UP IN HORRY COUNTY

The school system in Horry County is a county unit, one district system with three administrative areas. The Horry County Board of Education is the governing board for the system, and there are advisory boards of trustees for the individual schools.

Horry County presently has eight high schools, two junior high schools, 25 elementary schools, one vocational center and another under construction. The vocational center in Area Two provides instruction for students from Green Sea High, Loris High, and Floyds High. Students

from Socastee, Myrtle Beach, and North Myrtle Beach High Schools will spend part of their school day getting vocational instruction at the new Area Three center.

Schools with the grades they contain and their present principals are as follows:

In Administrative Area 1 under administrative superintendent Alton L. Koon are Aynor High, grades 7-12, Quincy Smith; Conway Senior High, grades 10-12, Robert L. Clark; Conway Junior High, grades 8-9, Robert L. Laney; Aynor Elementary, grades 1-6, James E. Gerrald; Homewood Elementary, grades 1-6, Burman H. Jones; Horry Elementary, grades 1-6, Robert P. Bell; Kingston Elementary, grades 1-6, Mrs. Mildred A. Bedsol; Main Street Elementary, grades 2-3, J. Harold McCown; Midland Elementary, grades 1-6, Charles Stoudemire; North Conway Elementary, grades K-1, Edward M. Henry; Pee Dee Elementary, grades 1-6, Audie W. Suggs; South Conway Elementary, grades 1-6, Milton F. McElveen; Twelfth Avenue Elementary, grades 6-7, Peter R. Byrd; Waccamaw Elementary, grades 1-6, Mrs. Amanda B. Singleton; and West Conway Elementary, grades 4-5, Mrs. Jeanne W. Singleton.

In Administrative Area 2 under Administrative superintendent Hubert G. Gibson are the Area 2 Vocational Center, Wilson Lovett; Floyds Consolidated, grades 1-12, Luther L. Enzor; Green Sea High, grades 8-12, Robert L. Lytton; Loris High, grades 8-12, James L. Bell; Daisy Elementary, grades 3-5, James E. Clardy; Finklea Middle, grades 5-7, Mrs. Esta S. Johnson; Green Sea Elementary, grades 1-4, Mrs. Ruby W. Oliver; Longs Elementary, grades 6-7, James L. McCall; Loris Elementary, grades K-4, Howell E. Caines; Loris Middle, grades 5-7, Allen B. Nichols; and Sweet Home Elementary, grades 1-2, Mrs. Iree T. Graham.

In Administrative Area 3 under administrative superintendent Thomas E. McInville are Myrtle Beach High, grades 9-12, James H. Foster; Myrtle Beach Junior High, grades 7-8, Henry L. Ingram, Jr.; North Myrtle Beach High, grades 7-12, Robert E. Perry, Jr.; Socastee High, grades 7-12, James E. Davis; Central Elementary, grades 5-6, Henry W. Ragin; Lakewood Elementary, grades 1-6, Mrs. Erma T. Causey; Myrtle Beach Grade, grades 3-4, Lloyd S. Chinnes; Myrtle Heights Elementary, grades K-2, M. Keith Cribb; North Myrtle Beach Elementary, grades 4-6, George H. Buck; and North Myrtle Beach Primary, grades 1-3, Charles H. Thomas.

There are nine public kindergartens in the county school system. In addition to those listed at North Conway Elementary, Loris Elementary, and Myrtle Heights Elementary, there are also kindergartens at Aynor Elementary, Bucksport, Main St. Elementary, Green Sea Elementary, North Myrtle Beach Primary, and Longs Elementary.

The county also has a Day Care Program with one center at Bucksport and two classes at West Conway Elementary.

For the school year 1973-74, a school in the Burgess Community of Area 3 will re-open. Called St. James Middle School, it will house the sixth grade from Lakewood Elementary and the seventh grade from Socastee High.

THREE ADMINISTRATIVE SUPERINTENDENTS

Serving as superintendents in the three administrative areas of the Horry County School system are Alton L. Koon in Area One, Hubert G. Gibson in Area Two, and Thomas E. McInville in Area Three.

Alton Koon is a graduate of Wofford College (1932) and received his Master's Degree from the University

of South Carolina. He had done additional study at Washington and Lee University and at USC.

Beginning in 1933, Koon served as principal of Folk Elementary School in Richland County; principal, teacher, and coach at Wampee High School; principal, teacher, and coach at Floyds High School; and superintendent of the Floyds District Schools. From 1942 to 1946 he was in the U. S. Infantry. After his discharge he served as teacher and coach at Aynor High School and then superintendent of the Aynor District School, later Aynor Area Schools. During this time, from 1949 to 1952, he coached the Aynor girls' basketball team to a record four consecutive state championships. He became Area One Superintendent in 1963.

He is married to the former Marian Doris Faulkenberry of Kershaw and they have five children: Alton Jr., Marian Doris, Catherine Lynn, Irby Lee and Nancy Elizabeth. All children have graduated from college except Nancy who will graduate in 1973. Wife Doris, Marian (Martin), Lynn (Roberts), and Irby are teachers in the Horry County schools.

Hubert Gibson is a native of Horry County and a graduate of Floyds High School. He has an A. B. degree from Wofford College and a M. Ed. degree from USC.

He has experience as a classroom teacher, coach, elementary principal, secondary principal, district and area superintendent. He has served these various positions in Richland, Marion, and Horry Counties.

Gibson's wife is the former Isabel McDowell of Winnsboro. They have three children: Lucy, a student at Coastal Carolina; Janet, a student at Loris High School; and Grady, an elementary school student.

Thomas E. McInville received his B. S. degree from East Tennessee State College and a Master of Education degree from USC.

He taught and was teacher-counselor for four years at Winyah High School in Georgetown and was Guidance Director for Georgetown City Schools for two years. He was principal of Winyah Junior High for four years before coming to Myrtle Beach as principal of the high school. He has been superintendent of Area Three since 1963.

McInville is married to the former Lois Andrews of Columbia and they have four children.

1972 - 1973 STAFF HORRY COUNTY DEPARTMENT OF EDUCATION



Alton K. Koon



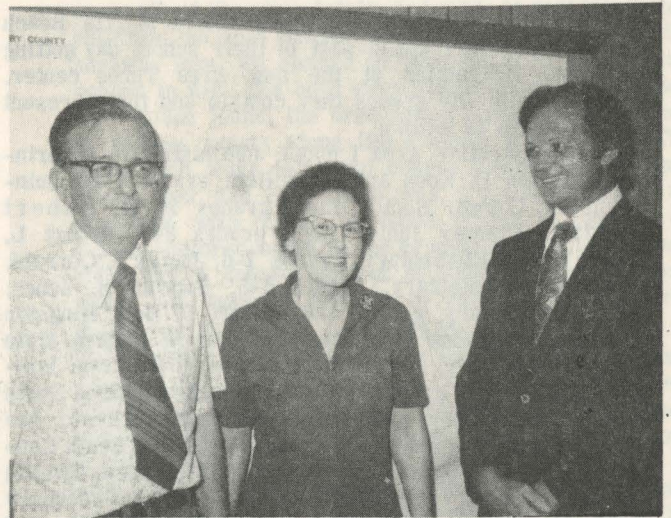
Thomas E. McInville



Hubert G. Gibson



Marshall Parker - Director of instruction, Emmie Atkinson - Elementary Language and Arts, Barbara Allen - Secondary Language and Arts, Leland Floyd - Bus Supervisor.



Huie Parker, B. G. Langley - Audio Visual; Ken Summerall - Dir. Federal Funds.



Ann Edgeworth - Cor. Pub. Rel., Elise Edwards - Sec. Food Ser., Dianne Watson - Sec. for Instructional Staff.



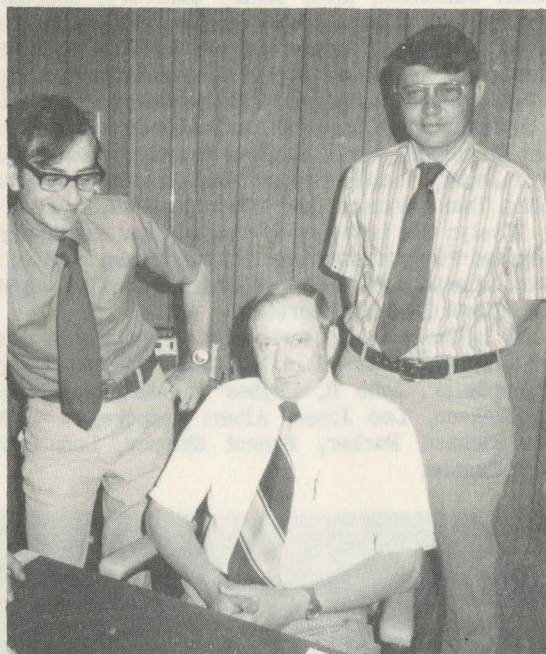
Mildred Welsh - Cord. Human Rel., Evelyn Cox - School Nurse Supr., Joyce Singleton - Day Care Dir.



Jack Boyd - Spe. Ed. & Adult Ed., Leona Brown - Lunch Supr., Bernice Johnson - Soc. Studies, George Cooper - Voc. Ed.



Secretaries: (seated) Irma Barker, executive secretary; (standing) Mildred Simmons, receptionist; Jean Todd, federal programs; Elma Herrington, Judy Huff, instructional staff.



Dan Faircloth, accountant; John Dawsey, Director of Fiscal Affairs; Gregg Long, Accountant.



Bookkeepers: Thelma Lee, Lyn Dusenbury, Connie Squires, Maxine Dunn, Agnes Bullock, Bonnie Todd.



Maintenance Crew: (first row) D. C. McKenzie, Ernest Skipper, Billy Cannon, J. R. Hughes, Leo Jones, Leo Watts, Leo Cox, (second row) Richard Parker, Maxie Clark, Al Koepcke, David Hardwick.



Miriam Strickland, coordinator school attendance; Carolyn Jones, social worker; Shelby Sansbury, Coordinator of guidance, adjunct ed.

STAFF AT HORRY COUNTY DEPARTMENT OF EDUCATION

The staff of the Horry County Department of Education consists of the executive staff, federal programs, finance, instruction, maintenance, pupil health services, pupil transportation, school attendance, school lunch, and secretarial staff.

Executive secretary to Thurman W. Anderson, county superintendent, is Mrs. Irma Barker. Mrs. Mildred Simmons serves as receptionist for his staff.

Cordinator of federal programs is Ken Summerall. Coordinators of public and human relations are Mrs. Ann Edgeworth and Mrs. Mildred Welch. Mrs. Bennie G. Langley and Huie Parker are coordinators of audio-visual services. Mrs. Jean Todd is federal programs secretary.

Director of fiscal affairs is John W. Dawsey. Lacy K. Hucks is business manager. Accountants are Dan Faircloth and Gregg Long. Bookkeepers are Mrs. Maxine Dunn, Mrs. Lynn Dusenbury, Miss Wanda Faircloth, Mrs. Thelma Lee, Mrs. Connie Squires, Mrs. Bonnie Todd, and Mrs. Agnes H. Bullock, secretary.

Dr. Marshall Parker is Director of Instruction. On his staff are Miss Barbara Allen, coordinator of secondary language arts; Miss Emmie Atkinson, coordinator of elementary language arts; Mrs. Joyce Singleton, Day Care Director; Jack Boyd, Jr., coordinator of special education and adult education; Mrs. Shelby Sansbury, coordinator of guidance and adjunct education; George Cooper, coordinator of vocational education; Mrs. Bernice Johnson, coordinator of social studies; Mrs. Juanita Johnson, Mrs. Sally Perry, and Mrs. Virginia Tyler, speech correctionists; Mrs. Priscilla Spain, visually handicapped specialist; Mrs. Miriam Strickland, coordinator of school attendance; Mrs. Carolyn Jones, social worker; and Mrs. Elma Harrington, Mrs. Diane Watson, and Mrs. Judy Huff, secretaries.

Mrs. Evelyn Cox is the supervisor of eight school nurses and Legrand Floyd is supervisor of bus transportation. Coordinator of school food services is Mrs. Leona Brown. Mrs. Elise V. Edwards is her secretary.

Joe D. Bellamy is Supervisor of Maintenance. Maintenance assistants are Leo M. Cox, Thurman Gasque, David Hardwick, John R. Hughes Jr., Randolph Hughes, Walter Jackson, Leo Jones, Albert Koepcke, D. C. McKenzie, Richard Parker, Ernest Skipper, Leon Watts, and Billy Cannon.

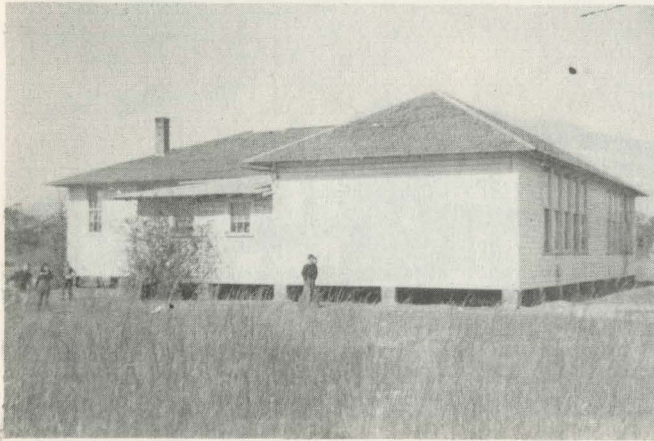




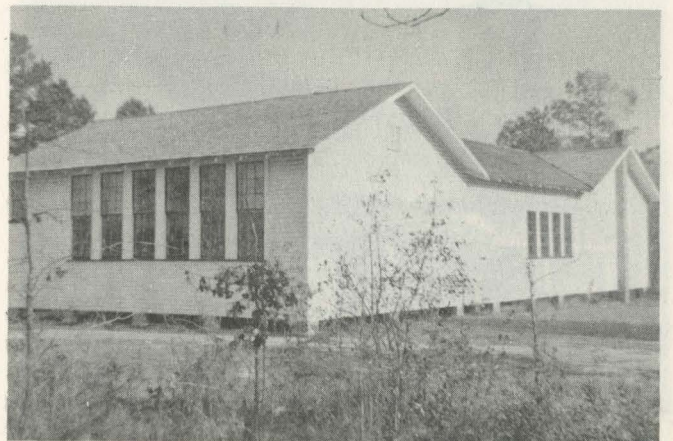
Allsbrook (56)



Baxter (85)



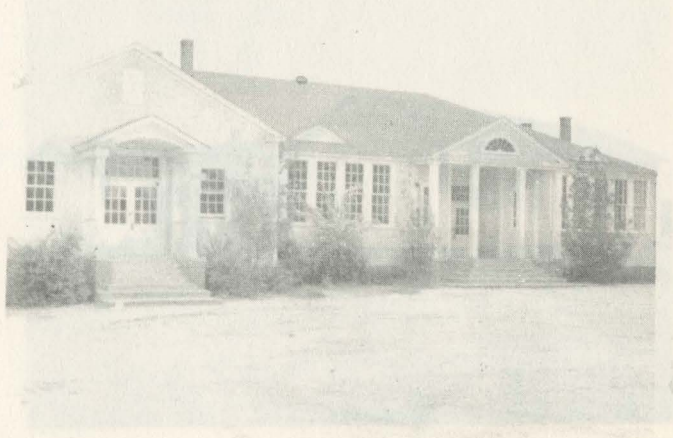
Athens (6)



Brooksville (88)



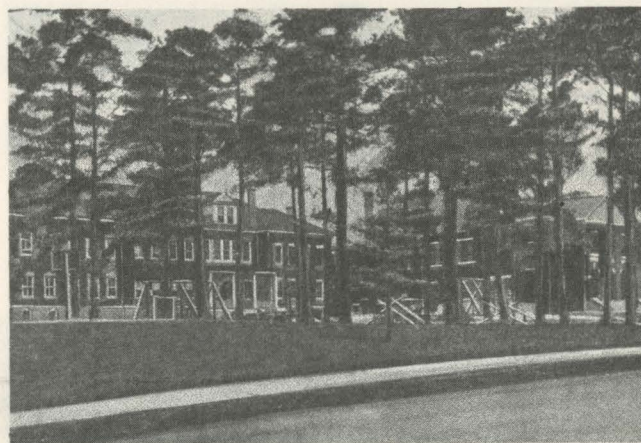
Aynor High School (4)



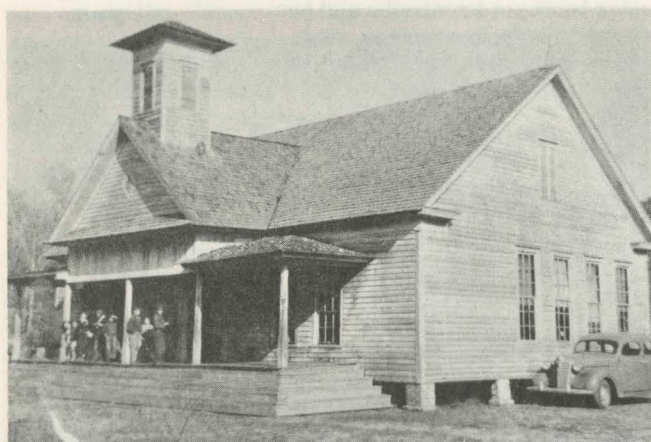
Brownway (89)



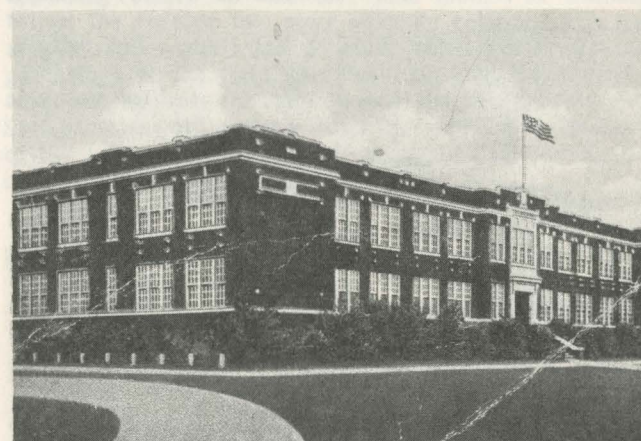
Brunson (84)



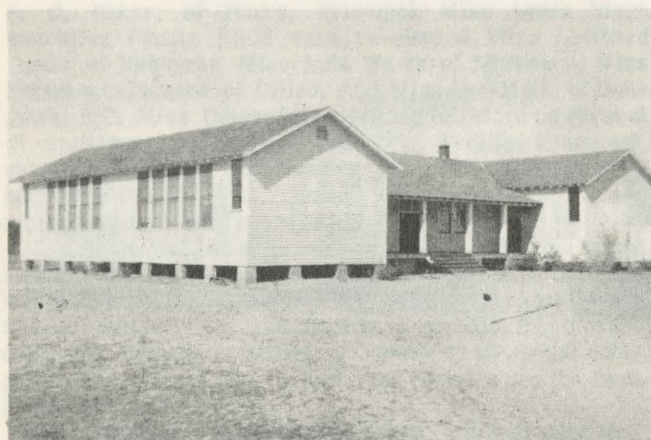
Conway (Burroughs School)



Causey (80)



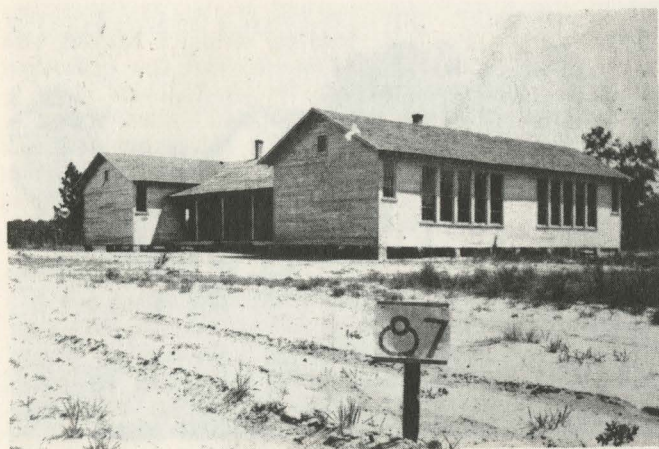
Conway High School (1)



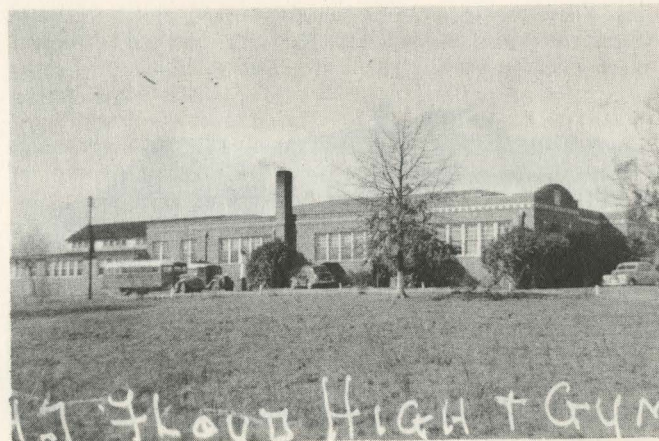
Cedar Creek (51)



Cool Springs (26)



Daisy (41)



Floyds High School (7)



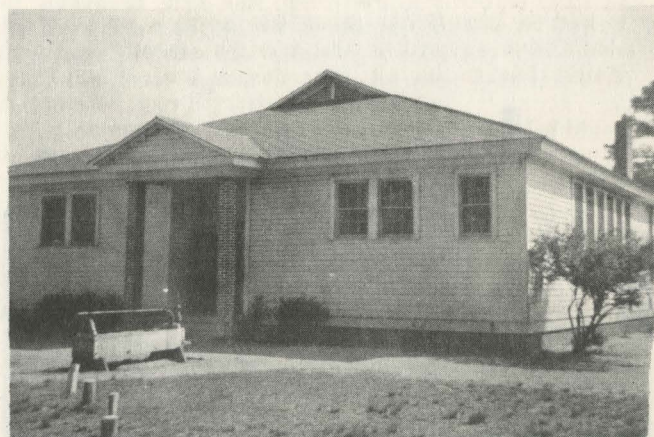
Deep Branch (44)



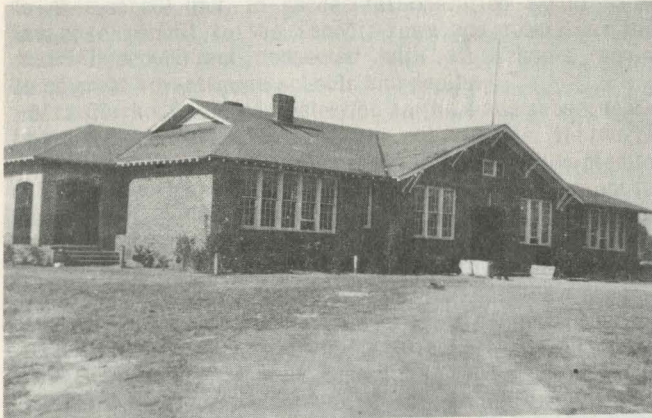
Four Mile (74)



Floyds Grammar (50)



Fowler (35)



Green Sea Grammar (7)



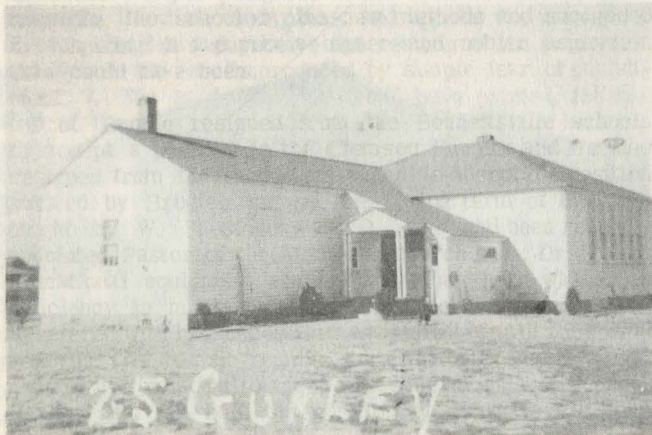
Hickory Grove (32)



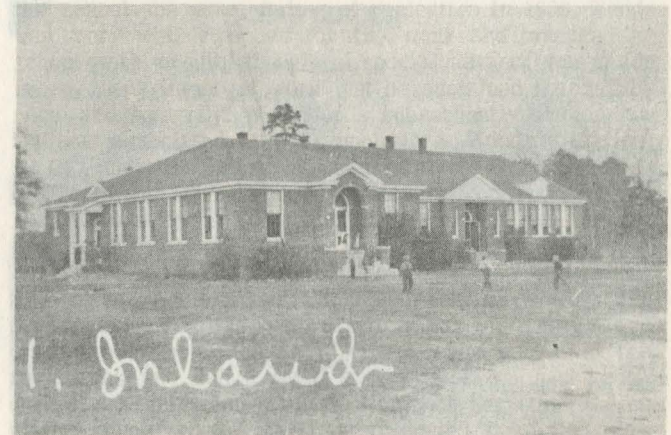
Green Sea High (3)



Homewood (68)



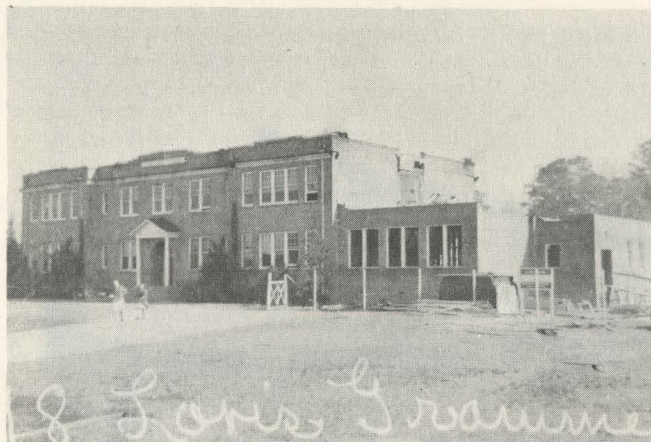
Gurley (25)



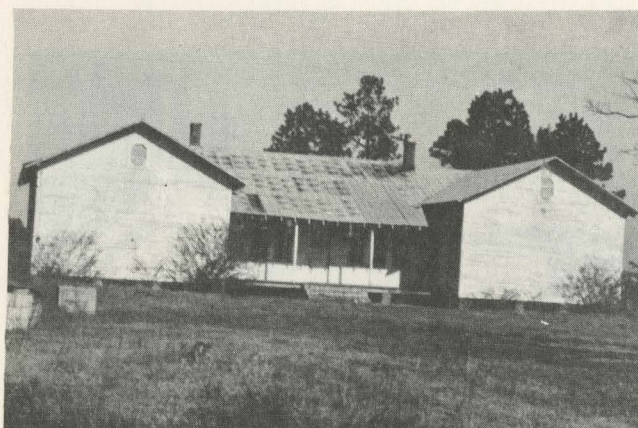
Inland (1)



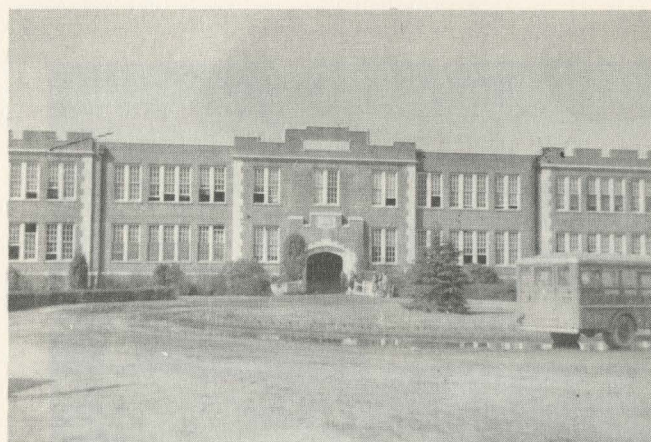
Joyner Swamp (40)



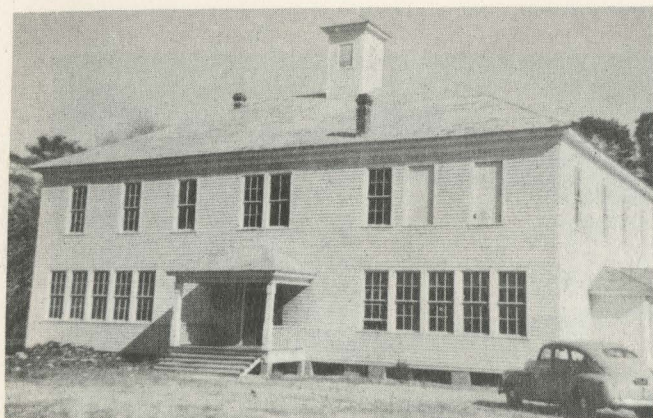
Loris Grammar (18)



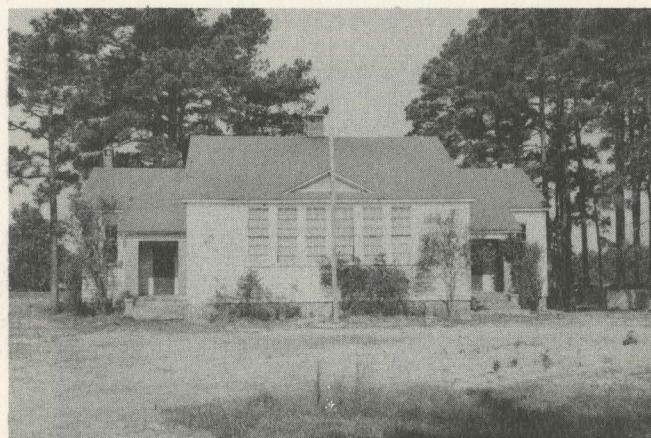
Leon (72)



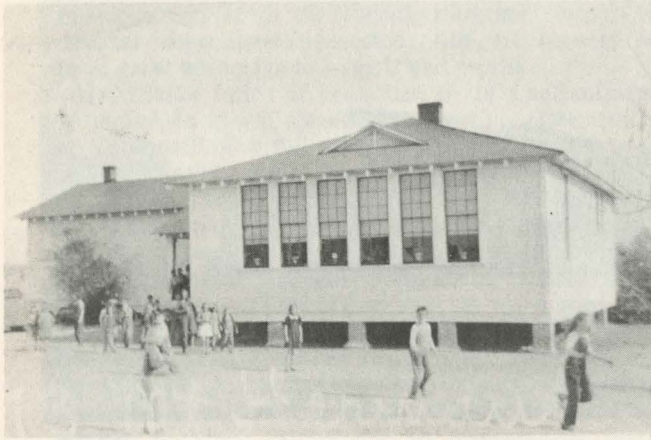
Loris High School (2)



Little River (9)



Mill Swamp (82)



Mt. Herman (73)



Oakland (46)



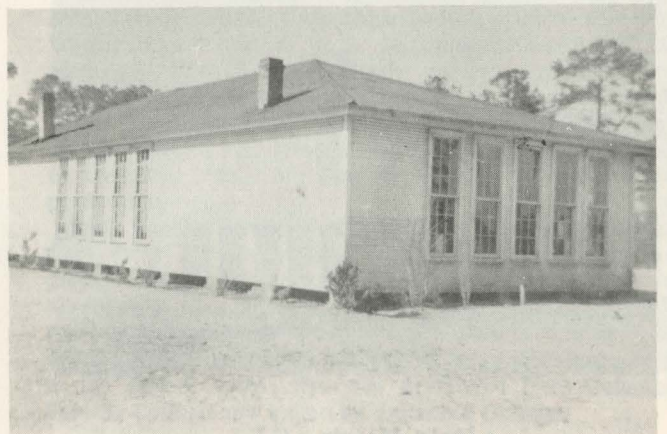
Mt. Vernon (101)



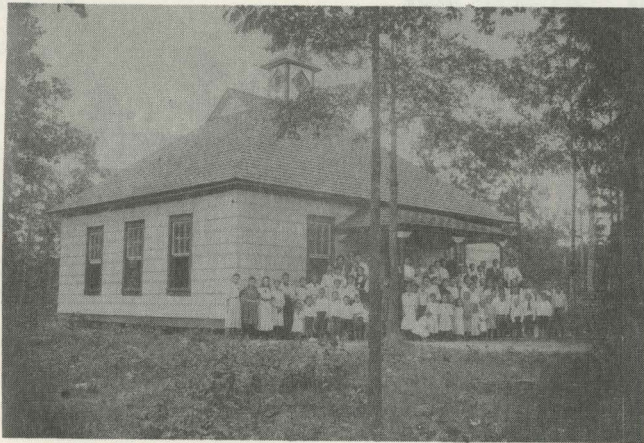
Oak Dale (42)



Myrtle Beach (13)



Oak Grove (34)



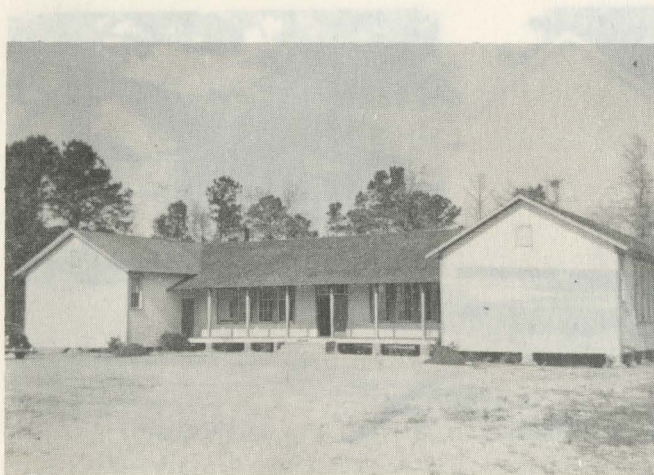
(90) mels2

Pawley (90)



(65) New04

Pineland (65)



(94) New04

Pee Dee (94)



(67) mels2

Pisgah (67)



Pine Grove (16)



(70) mels2

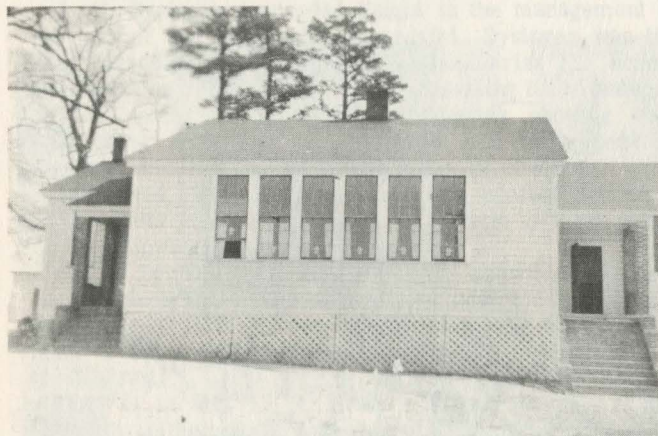
Poplar (70)



Powell (29)



Salem (81)



Red Hill (47)



Shell (71)



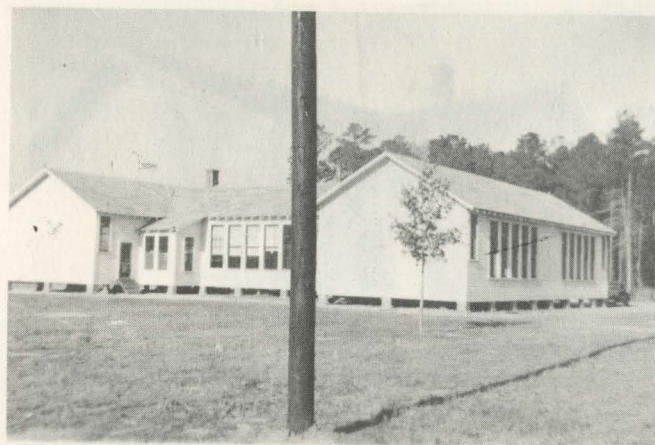
Baptist Rehobeth (3)



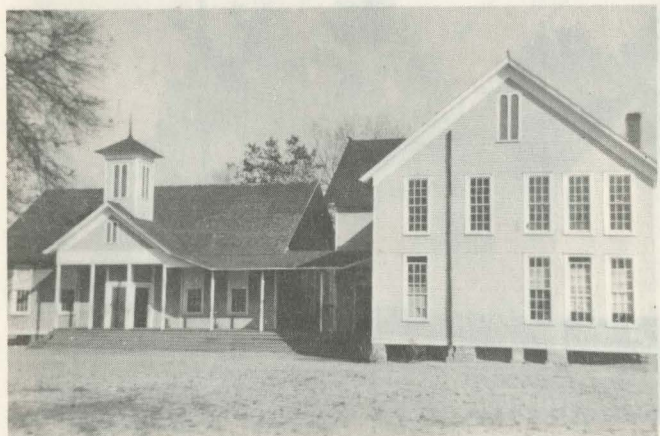
Simpson Creek (39)



Socastee High (6)



Tilley Swamp (45)



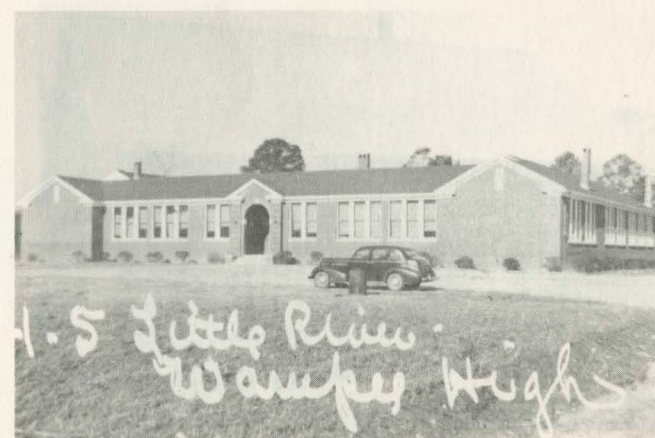
Spring Branch (80)



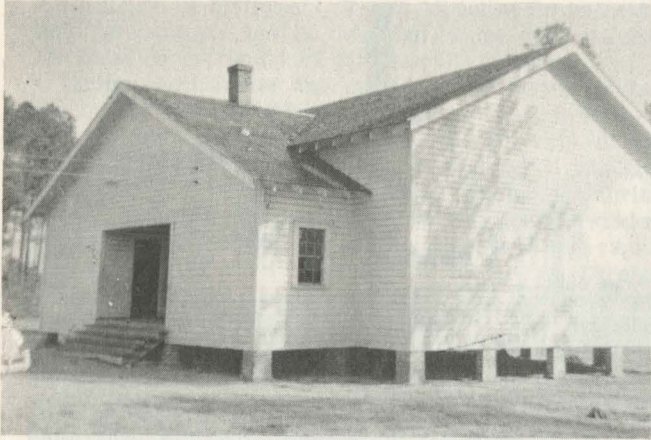
Toddville (76)



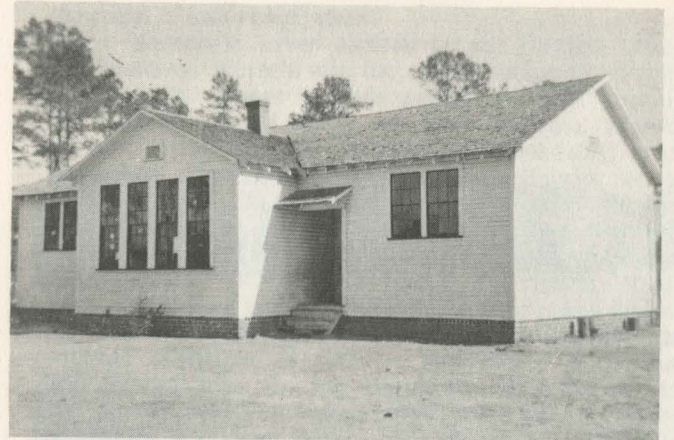
Sweet Home (57)



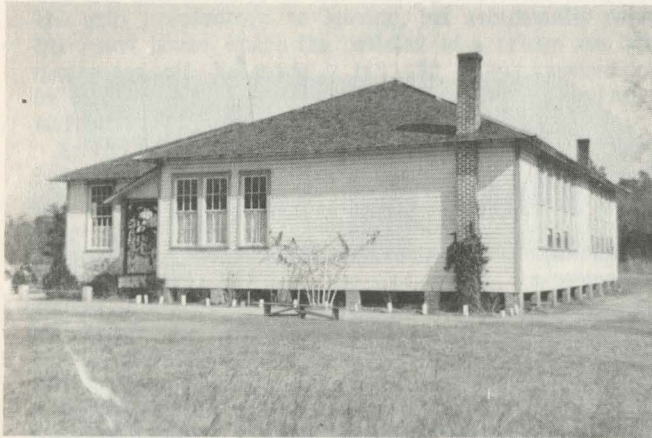
Wampee-Little River (5)



White Oak (21)



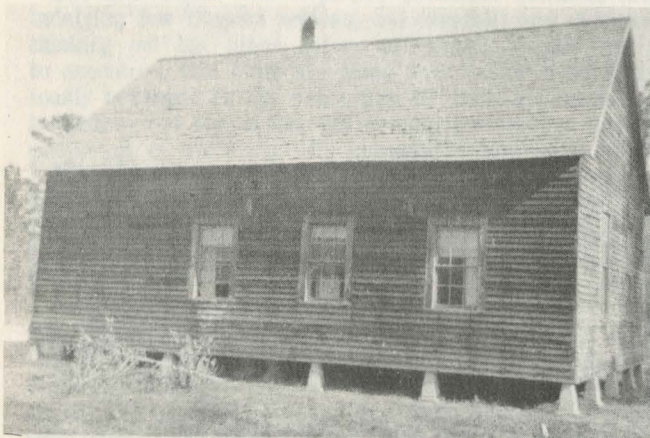
Cool Springs (26)



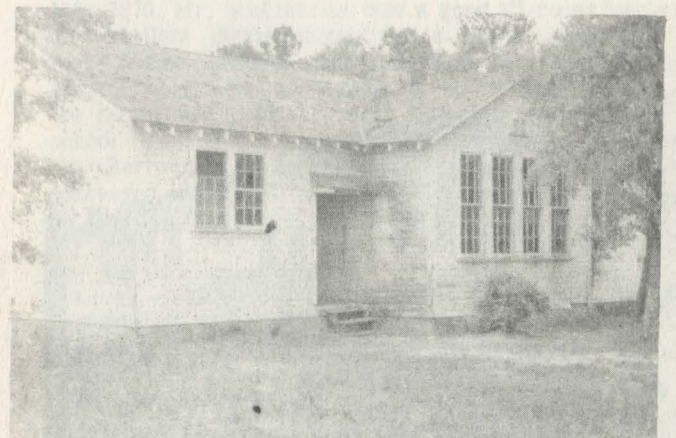
Zion (27)



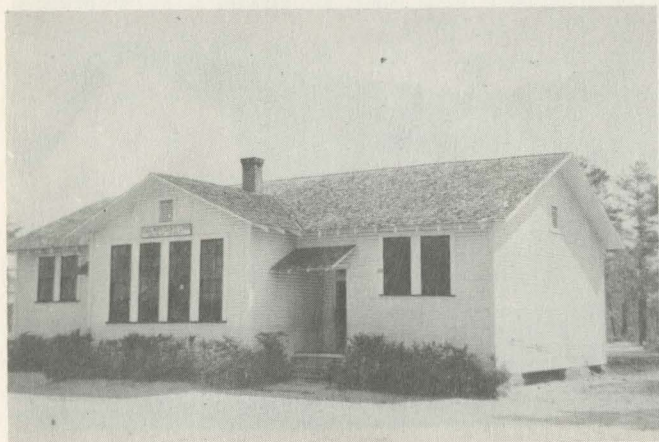
Dogwood Neck (10)



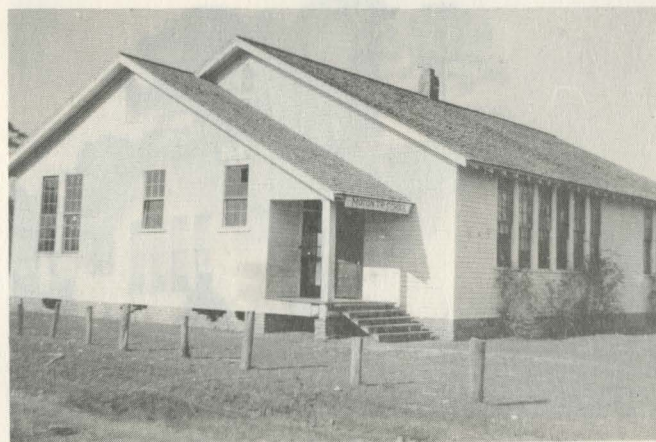
Big Swamp (11)



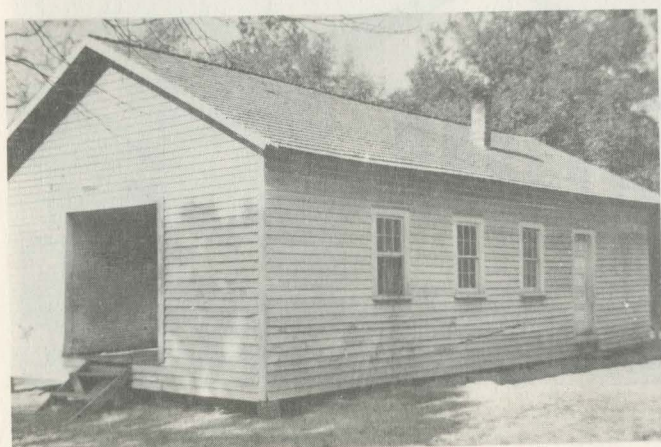
Felton (2)



Flag Patch (43)



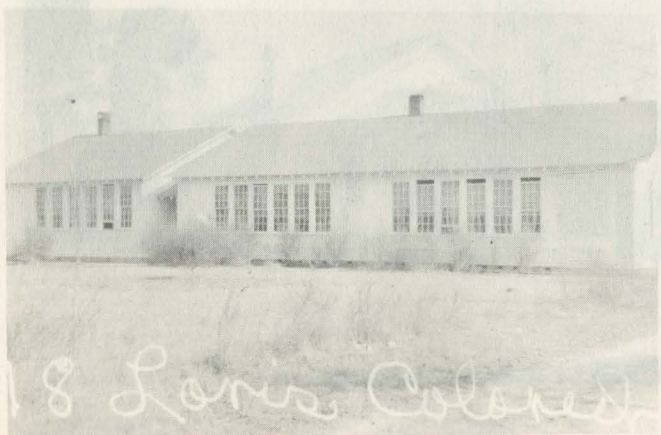
Moton Training (Finklea) (33)



Little River Neck (61)



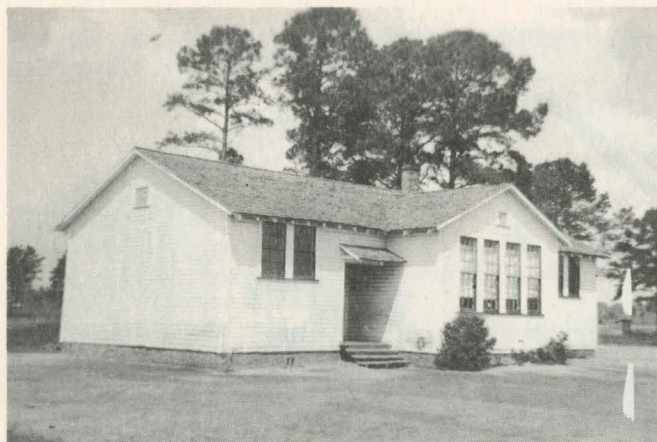
Mt. Olive (20)



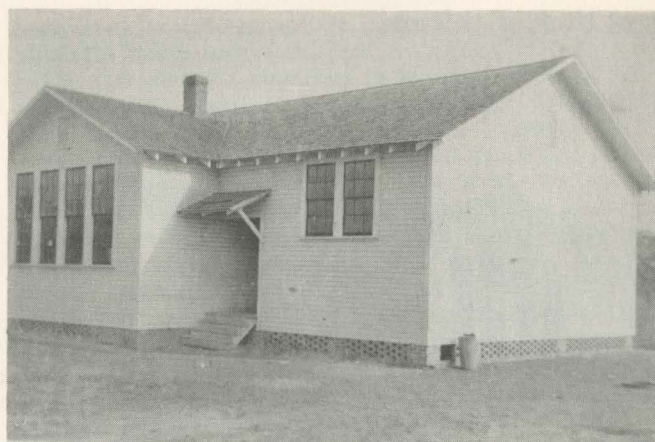
Loris Training (18)



Myrtle Beach (13)



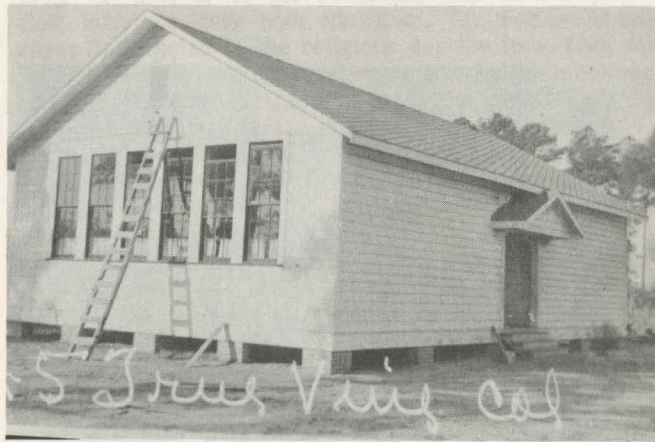
Pleasant Hill (47)



St. John (72)



Poplar Training (61)



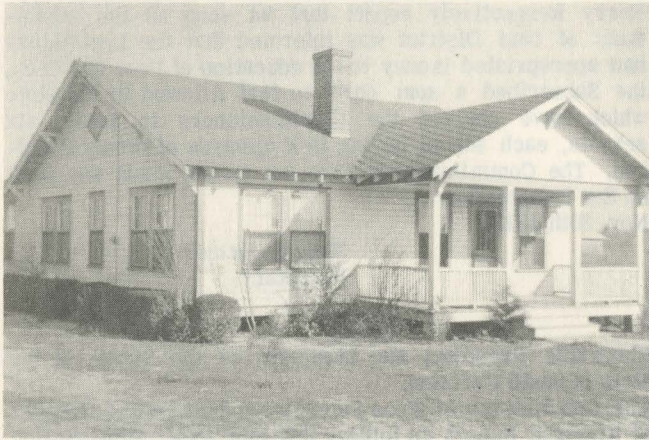
True Vine (45)



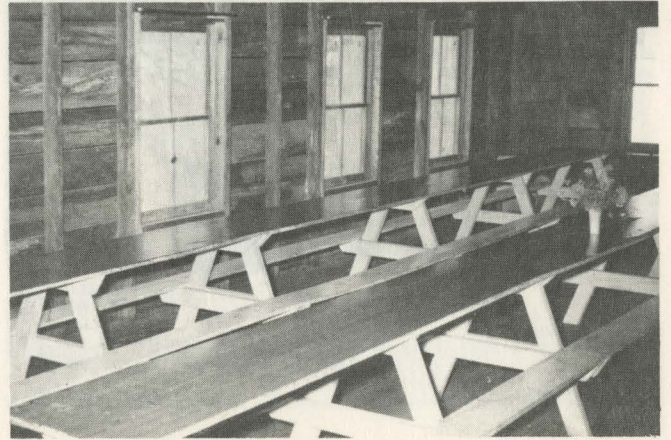
Richardson Training (1)



High Point Teacherage



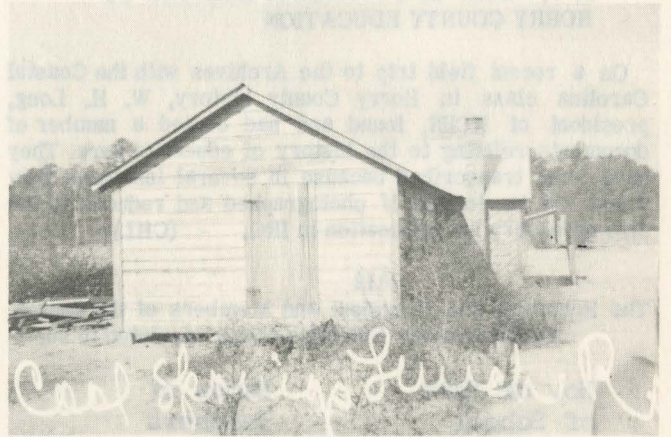
Socastee High Teacherage



Finklea Lunchroom



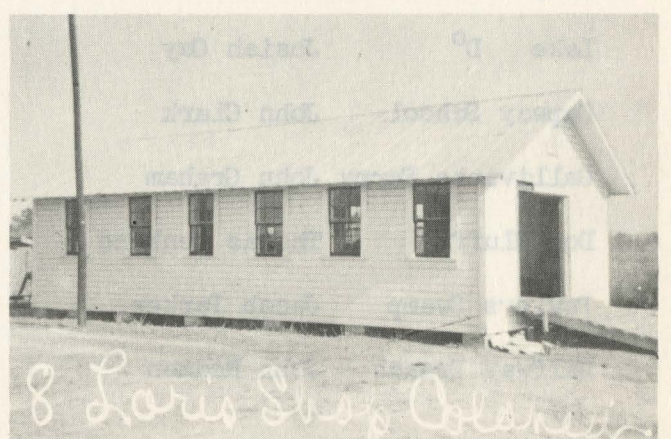
A Necessary



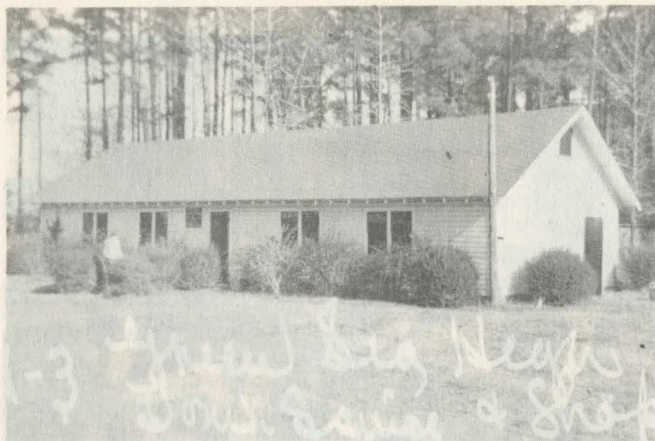
Cool Springs Lunchroom



Eldorado #2 Lunchroom



Loris Training School Shop



Green Sea High Domestic

Science And Shop

S. C. ARCHIVES DOCUMENTS RELATED TO HORRY COUNTY EDUCATION

On a recent field trip to the Archives with the Coastal Carolina class in Horry County history, W. H. Long, president of HCHS, found and had copied a number of documents relating to the history of education here. They have been transcribed because in several instances they would not be legible if photographed and reduced to the size necessary for publication in IRQ. (CHL)

1812

The Honorable the President and Members of the Senate.
Gentlemen the Commissioners appointed to sup-

No. or Name of School	Names of Teachers
Brown Swamp	Robert Sessions
Camp D ^o	John Harris
Lake D ^o	Josiah Gay
Gapway School	John Clark
Gallivants Ferry	John Graham
Dog Bluff	Thomas Jenkins
Pawleys Swamp	Jacob Parker
Halfway Branch	John Redmon

erintend the free school institution for the District of Horry Respectively report that as soon as the inhabitants of said District was informed that the Legislature had appropriated money to the education of Poor Children, the Subscribed a sum equal to that Allowed by the State which have enabled the Commissioners to locate six schools, each school having in it upwards of twenty Children. The Commissioners have not as yet made any draft on the Comptroller.

Nov. 30th 1812

Wm. H. Grice
Secretary

(1813)

Honorable President and Members of the Senate of the State of South Carolina.

The Commission of Free Schools for the Elective District of Kingston Report as follows that they joined Subscription Schools in Each Captain's beat, to the whole sum allowed by the State, That is to say Six beats fifty dollars to Each beat the number of about one hundred. The Schools went into operation in October and November. The names of Scholars are not as yet ascertained. The money drawn as yet fifty dollars.

Signed
1813

Thos. Fearwell
Com
Chrman

(1817)

The Commissioners of the Free Schools for the District of Horry respectfully submit to the Legislature, the following Statement and Report, viz. That since the first day of January 1917 they have caused to be Educated, under the Act establishing Free Schools, One Hundred Eighty Nine Children; and have expended Seven Hundres & Fifty Six Dollars-- as will appear by the following detail, viz.:

Number of Scholars at each School	Length of time Taught at each School	Sums Agreed to be paid the respec- tive Teachers
20	Six Months	\$ 80
18	D ^o D ^o	72
14	D ^o D ^o	50
28	D ^o D ^o	112
28	D ^o D ^o	112
28	D ^o D ^o	112
28	D ^o D ^o	112
25	D ^o D ^o	100
189		\$750

(1822)

A just and true return of the moneys appriated to free schools in Horry District for 1822

Where schools are placed	Teachers names	Term of time	Number of scholars to each school	Sum contri- buted to each school	The General remarks on free schools
Capt Grissets Beat	John B. Conway	Three months	Six scholars	Fifteen dollars	
Capt. Floyds Beat	Levi Gerrald	Three months	Fourteen scholars	Twenty dollars	We believe that this institution is good and we think in a few years that it will be plainly seen by every eye that this institution is good.
Capt. Floyd Beat	Dan E. Crawford	Three months	Eighteen scholars	Twenty-five Doll.	
Capt Floyd "	G. B. Granger	Three months	Twenty-one scholars	Twenty-five "	
Capt. Floyd "	James Perry	Three months	Eighteen scholars	Twenty-five "	
Capt. Powels Beat	John Graham	Three months	Eighteen scholars	Twenty Dollars	Josias T. Sessions Sect.
Capt. Newtons Beat	John Graham	Three months	Five scholars	Six Dollars	John Sarvis Chr.
Capt. Woodward's "	John Forgaty	Three months	Seven scholars	Thirteen Dollars	
Capt. Grisset Beat	John Readmon	Three months	Twelve scholars	Twenty-nine Dollars & 50 cts	
Capt. Newtons "	John McQueen	Three months	Ten scholars	Twenty Dollars	
Capt. Woodward's	John R. Whitman	Three months	Nine Scholars	Eighteen Dolls. & 50 cts	
Capt Grisset "	Wm. Todd	Three months	Nine Scholars	Twenty two Dolls. & 50 cts	
Capt. Sessions	Josias T. Sessions	Four and a half mo.	Eight Scholars	Twenty five Dolls.	

(1822)

In the Senate Dec. 10th 1822.

Resolved the following Persons be appointed as Commissioners of the free School for Horry District Moses Harrelson in the room of John Johnston David Anderson Junr in the room Lias Sessions Alexander McCra in the room of John Sarvis.

Ordered that the resolution be sent to the House of Representatives for Concurrence.

By order of Senate

Wm. D. Martin
C. S.

(1823)

The Commissioners of the Free Schools for the District of Horry respectfully submit to the Legislature, the following Statement and Report, viz. That since the fifth day of October last, the date of their last Report, they have caused to be Educated, under the Act establishing Free Schools, One hund & ninty eight Children; and have expended 371 Dollars--as will appear by the following detail, viz:

No. or Name of School	Names of Teachers	Number of Scholars at each School	Length of time Taught at each School	Sums agreed to be paid the respective Teachers
	William Rogers	10	3 mos.	\$12.50
	Evan Jones	24	3 "	48.
	John Corman	10	3 "	19
	Josiah Sessions	8	4½ "	25
	Wm. Todd	9	3 "	22.50
	R. Whitman	9	3 "	18.00
	John Redmon	12	3 "	29.50
	John Forgaty	6	3 "	13
	John Graham	23	3 "	24.
	James Pery	18	3 "	25
	G. B. Granger	21	3 "	25
	David Cox	6	3 "	15.10
	James Singleton	22	3 "	44.50
	Martin Hardy	11	3 "	32.
	Henry D. Hemingway	9	3 "	18.
		<u>198</u>		<u>\$371.00</u>

I certify the above to be a true Statement of the accounts rendered by the Teachers of Free Schools for Horry District.

17th November 1823

A. W. McCrae
Chairman
& Secty

(1827)

The Commissioners of free schools for the district of Horry Respectfully Report to the Legislature that during the Years ending the 3rd Sept. 1827 they have aided the following Schools:

No.	Name of Teachers.	No. scholars	Time taught	Rate tuition	Mony expended	
1	Lake Swamp	Arthur H. Crawford	10	6 months	3.50	35.00
2	Shop Branch	Robert Sessions	20	6 months	3.50	70.00
3	Hubims (?) Meetinghouse	David E Crawford	10	3 months	2.00	20.00
4	Pauly Swamp	Caleb Williams	10	3 months	2.00	20.00
5	Bugg Swamp	Samuel M. Stephenson	20	6 months	3.50	70.00
6	Honey Camp	Ebenezer Singleton	10	6 months	3.50	35.00
7	Buck Creek	William Chalker	15	3 months	2.00	30.00
8	Hullums Meetinghouse	Willis Rawls	10	6 months	3.50	35.00
9	Simson Creek	Josiah Gay	20	5 months	3.00	60.00
10	Pauly Swamp	William G. Williams	5	3 months	2.00	10.00
11	Coxes Swamp	David Coxe	5	3 months	2.00	10.00
12	White Oake	William Todd	10	3 months	2.00	20.00
13	Coxes Swamp	David Coxe	4	3 months	2.00	8.00
14	Pauly Swamp	James R. Smart	15	3 months	2.00	30.00
15	Chinnis's Swamp	William G. Williams	8	3 months	2.00	16.00
16	Halfway Branch	Josiah Woodard	2	3 months	2.00	4.00
17	Flesent Medow	Samuel M. Stephenson	13	3 months	2.00	26.00
		184				\$499.00

Mathew Strickland Sect.

Free School a/c
Horry District

A. W. McRae Chairman

The Report of the Comm of Free Schools for the
Eletive district of Kingston

(1873)

Special Report of the State Superintendent of Education of the State of South Carolina, concerning the Free Common Schools of Horry County, for the period of time commencing Monday, August 4th, 1873, and ending Friday, October 31st, 1873. Submitted December 12th, 1873.

Communication.

Office State Supt. Education, S. C.
Columbia, December 12, 1873.

To the Honorable the General Assembly of the State of South Carolina.

Gentlemen.--

I have the honor to present the following Special Report concerning the Free Common Schools of Horry County, for the period of time commencing Monday August 4th, 1873, and ending Friday, October 31st, 1873. No Free Common Schools were in session in Horry County, during or within the Scholastic Year ending June 30th, 1873. The Free Common Schools of Horry County were opened on Monday, August 4th, 1873, to be continued until the school funds shall have been expended. Some of these schools have already been closed, while others are still in session.

I am, with respect,

Your most obedient servant.

J. K. Jillson

State Supt. Education, S. C.

Report

1. Number of Free Common Schools, 64

2. School Attendance:--

	White	Colored	Total
Male	852	217	1,069
Female	586	186	772
Total,	1,438	403	1,841

3. Number of Pupils studying each of the Branches taught:--

APRIL & JULY 1973

THE INDEPENDENT REPUBLIC QUARTERLY

PAGE 57

Alphabet,	200
Spelling,	1,310
Reading,	788
Writing	619
Mental Arithmetic,	123
Written Arithmetic	364
Geography	236
English Grammar	267
History of U. S.,	106
Higher Branches,	38

4. Teachers employed:--

Class	Male	Female	Total
Northern White Teachers,			
Southern White Teachers	52	9	61
Northern Colored Teachers			
Southern Colored Teachers	3		3
Totals	55	9	64
Number of Third Grade Teachers			31
Number of Second Grade Teachers			27
Number of First Grade Teachers			6

5. Average Monthly Wages paid to teachers of each sex:--

Male, -- \$30.00

Female. - 30.00

6. Average Number of Months schools were in session,

2 3/11

7. School Funds, --Receipts:--

Received from State appropriations,	\$4,453.60
Received from Poll Tax,	1,299.96
Total receipts,	\$5,753.56

8. School Funds, --Disbursements:--

Amount paid for Teachers' Salaries	\$3,424.25
Amount paid for Building School Houses,	181.45
Amount paid for Enumeration of School Children	155.10
Total disbursements,--	<u>\$3,760.80</u>

SCHOOL HOUSE LOCATIONS AS SHOWN ON MILLS MAP OF S.C. - 1820. TRANSPOSED BY MANNING THOMAS.

